

Education of Teachers Selected Bibliography

October 1, 1935, to January 1, 1941

**Federal Security Agency
U. S. OFFICE OF EDUCATION**

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Foreword

THIS IS the third extensive bibliography on teacher education published by the U. S. Office of Education. The first was published as Bulletin 1933, no. 10, National Survey of the Education of Teachers, Volume I. That volume contained 1,297 annotated references selected from approximately 4,000 references, published before June 1, 1932. Volume I was continued through Pamphlet No. 66, 1936, which contained 275 annotated and classified references, selected from approximately 1,700 references published between June 1, 1932, and October 1, 1935. The present compilation includes selections from approximately 3,000 references published, with the exception of a few earlier basic references, between October 1, 1935, and January 1, 1941. The references from which the foregoing selections were made are available in card form at the U. S. Office of Education.

The criteria which were given primary emphasis in the selection of references are serviceability to field and research workers, comprehensiveness of treatment, and accessibility. Preference was given to references characterized by objective or statistical analysis and treatment, but in some cases authoritative statements, and materials which give factual answers to questions frequently asked of the U. S. Office of Education are included. At least some acquaintance with important sources of information is made possible for those interested in promising innovations, and in specialized activities and fields in teacher education. Especial efforts are made in the citations and annotations to assist the reader to extend his search for additional references beyond the limits of this bibliography.

Some references closely related to, but not directly in the field of teacher preparation are included because of the constant demand for them by faculty members and students in teacher-education institutions. The assistance of numerous specialists in the U. S. Office of Education was utilized in the selection of references in highly specialized fields. The services of these specialists, of Miss Martha R. McCabe, assistant librarian, and of other members of the staff of the library division, and of the U. S. Office of Education are gratefully acknowledged.

BESS GOODYKOONTZ,
Assistant U. S. Commissioner of Education.

Education of Teachers: Selected Bibliography

October 1, 1935, to January 1, 1941

Use of Bibliography

PARTICULAR ATTENTION is directed to the Contents, page iii; to the Author Index, pages 57-60; and to the Subject Index, pages 53-56. To find references not given in this selected bibliography, search can be made to excellent advantage in the references listed under the heading *Bibliographies, Indexes, and General Lists of References*, item numbers 15 to 28. Additional materials in a particular field of search often can be found by consulting bibliographies given in the references listed in that field. Many of the references contain excellent short bibliographies, to which attention is frequently called in the annotations.

Mimeographed studies rarely are listed; those included generally are important studies in highly specialized fields. No typewritten references are included, although in some specialized fields, typewritten doctoral theses provide the most significant material available. Item numbers 15, 16, 17, 22, 25, among others, designate publications that list master's and doctor's theses. Most of these are available through interlibrary loans. Item number 17 annually designates a list of theses in progress.

With the exception of a few basic references of outstanding importance which have not been superseded by later publications, all references listed were published between October 1, 1935, and January 1, 1941. For earlier bibliographies, *see*, among others, item numbers 15, 18, and 20 to 27, inclusive. Most of these lists of references are brought up to date periodically, and hence will be of continued service in future years.

Administration and Organization

1. BOND, GEORGE W. Teacher college deans. Educational administration and supervision, 23 : 698-706, December 1937.
Relates to deans in 146 State teachers colleges. Lists duties as revealed by six previous studies. Discusses the relationships of the dean to the college organization.
2. BRODY, ALEXANDER. The American State and higher education. Washington, D. C., American Council on Education, 1935. 251 p.
Presents the legal, political, and constitutional relationships between State governments and State universities in the United States. Describes the position of the institutions in the central administrative organization of the State government. Devotes attention to the status of universities as independent and quasi-independent agencies of the State governments. Discusses the historical legal background of higher education.
3. CHAMBERS, MERRITT M. Some features of State educational-administration organization. Washington, D. C., American Council on Education, 1936. 283 p.
Exhibits the principal State educational-administrative agencies, including the State board of education; the State superintendency; the authority for vocational education; governing boards of State higher education institutions; certain coordinating boards; teachers' examining boards; and others. Outlines and charts organization in each State. Indicates the nature of the personnel of each board.
4. ———, ed. Legislation affecting institutional administration and organization. In Yearbook of school law. Volumes 1 to 8.

Washington, D. C., American Council on Education, 1933-1940. 8 v.

Each volume presents narrative topical summaries of decisions of the higher courts in all States in cases involving school law, as reported during the preceding year. Includes materials in each volume, on State school administration, State and municipal institutions of higher education, and universities and colleges under private control.

5. COCKING, WALTER D. and GILMORE, CHARLES H. Organization and administration of public education. Prepared for the Advisory Committee on Education. Washington, U. S. Government Printing Office, 1938. 183 p.
Presents information based upon field trips to each State, surveys and research studies, and the general literature on State governmental organization. Discusses, in respect to organization and administration of public education, the development, legal boundaries, place in government, and interrelationships of local, State, and Federal Governments. Suggests improvements. Occasional material indicates the place of teacher education in relationship to public education.
6. ELLIOTT, EDWARD C. and CHAMBERS, MERRITT M. The colleges and the courts; judicial decisions regarding institutions of higher education in the United States. New York, N. Y., Carnegie Foundation for the Advancement of Teaching, 1936. 563 p.
Assembles and classifies legal discussions pertaining to colleges and universities. Considers admission, discipline, suspension, scholarships, diplomas, degrees, laws affecting the faculty, etc. Uses the case method.
7. ——— and ASHBROOK, WILLIAM A. The government of higher education; designed for

the use of university and college trustees. New York, N. Y., American Book Co., 1935. 289 p.

Gives brief and authoritative answers to 554 questions and problems of interest to governing boards. The questions are arranged under 23 headings, including, among many others, the legal limitations of trustees; present practices and functions of governing boards; desirable forms of organization; operating methods; and college personnel.

8. **FREDERIC, KATHERINE A.** State personnel administration with special reference to departments of education. Washington, U. S. Government Printing Office, 1939. 271 p. (Advisory committee on education. Staff study No. 3)

Contains information secured from State employees, and from documentary materials. Discusses State officials and agencies concerned with personnel administration; the superintendency; and the selection, qualifications, service conditions, tenure, and retirement of the department staff. Suggests improvements in personnel practices.

9. **IRWIN, HARRY N.** The organization of teacher-preparation in a university. Educational administration and supervision, 26: 454-60, September 1937.

Compares two points of view concerning university organization for teacher education. Statements concerning such plans are made by 13 authorities in the field.

10. **KLONOWER, HENRY; KRINER, HARRY L.; and WILLIAMS, C. O.** Institutions of higher learning in relation to a State program of teacher education. Harrisburg, Pa., Department of Public Instruction, 1939. 29 p. (Bulletin 156)

Indicates concretely how teacher education in Pennsylvania is organized on a State-wide basis to keep pace with rapid social and economic evolution. Discusses the administrative, supervisory, and coordinating relationships of the chief State educational agencies to the institutions that educate teachers. Lists accredited colleges, and discusses inter-institutional relationships, growth of

State teachers colleges, and related topics.

11. **MORRISON, ROBERT H.** Internal administrative organization in teachers colleges, Doctor's dissertation. New York, N. Y., Teachers College, Columbia University, 1933. 183 p. (Contributions to education, No. 592)

Gives questionnaire data concerning, and criteria for evaluating, the internal administrative organization of 150 teachers colleges. Criteria were evaluated by 30 teachers college presidents. Discusses use of committees, interrelations of officers, administrative functions, and related topics.

12. **STREET, CLAUDE W.** State control of teacher training in the United States. Pittsburg, Kans., Kansas State Teachers College, 1932. 103 p. (Bureau of educational research. Monograph No. 2)

Analyses five types of State control of teacher education; describes the different types of controlling boards; gives legal aspects of State control; and presents an analysis of the judgments of a jury of experts representing different fields, on certain features of State control.

13. **UNITED STATES OFFICE OF EDUCATION.** Collegiate accreditation by agencies within States. By Frederick J. Kelly; Benjamin W. Frazier; John H. McNeely; and Ella B. Ratcliffe. Washington, U. S. Government Printing Office, 1940. 219 p. (Bulletin 1940, No. 3)

Data are based upon information schedules completed and documents secured during visits to 30 State departments of education and to numerous higher institutions. Discusses historical development, existing accreditation practices by agencies within States, and significant issues and problems. Contains numerous proposals for improvement. Emphasizes the place of the State departments of education in accreditation.

14. — Higher educational institutions in the scheme of State government. By John H. McNeely. Washington, U. S. Government

Printing Office, 1936. 108 p.
(Bulletin 1939, No. 3)

Discusses the legal status of governing boards; the effect of State government upon such boards; general powers vested in State executive officials over them; and related topics. A strong trend exists toward centralizing control in the hands of the Governor, which is not evident where constitutional and other legal safeguards exist.

See also Nos. 38, 75, 120, 166-167, 173, 176, 180, 218, 226, 241, 244.

Bibliographies, Indexes, and General Lists of References

15. EDUCATION INDEX [January 1929 to date.] New York, N. Y., The H. W. Wilson Company, January 1929 to date.

This well-known index is issued monthly, except during July and August. Contains a large number of periodical, book, documentary, and other references on education, including teacher education. See Teacher training; Normal schools and teachers' colleges; Practice teaching. See also teacher training under headings relating to subjects, fields, and types of education.

16. GILCHRIST, DONALD B., ed. Doctoral dissertations accepted by American universities, 1933-39. New York, N. Y., The H. W. Wilson Company, 1937. 113 p.

This compilation is classified by institutions and major subjects. Includes a number of dissertations in professional education and some in teacher education.

See also, by the same author, similar annual compilations, 1933-34 to 1936-37.

17. GOOD, CARTER V. Doctors' theses under way in education, 1940-41. Journal of educational research, 34: 367-400, January 1941.

The eleventh annual list published in the January number of the Journal. Some of the theses listed in the topical index are on teacher training, higher education, professional education courses, and related topics. Gives name of student, thesis

title, graduate institution, and usually the major adviser or advisory committee. Confined to selected institutions.

18. GRAY, WILLIAM S. Selected references on teacher education. Elementary school journal, 34: 298-306, December 1933; 35: 298-306, December 1934; 36: 299-306, December 1935; 37: 302-07, December 1936; 38: 296-305, December 1937; 39: 298-307, December 1938; 40: 297-306, December 1939; and 41: 296-306, December 1940.

Contains annotated references selected annually, chiefly on bases of objectivity, comprehensiveness, and availability. The 1940 list contains 59 references. The references selected manifest careful discrimination.

Also in: Selected references on education, 1933-1938. Chicago, Ill., University of Chicago Press, 1934-39. 6 vols. (Supplemental educational monographs, Nos. 4144, 46-47 and later).

19. JEWELL, IDA A. and HAYS, EDNA. An examination of recent literature on the education of teachers. Teachers college record, 40: 129-49, November 1938.

Reviews briefly certain studies and discussions that suggest improvements of teacher education. Includes an annotated bibliography which samples the literature for the last 20 years.

20. LANCASTER, JOHN H. A guide to the literature on education of teachers. Educational administration and supervision, 19: 363-72, May 1933.

Lists, or discusses as sources of materials: Indexes; bibliographies; abstracts; associations; book reviews; directories; editorial comment; foundations interested in education of teachers; National survey of the education of teachers; news notes; periodicals; research problems; and statistics. Valuable in searching for references on the preparation of teachers.

21. LEIGH, MARJORIE O. A guide to the literature of teacher training.

Peabody journal of education, 17: 388-94, May 1940.

Designates agencies, organizations, bibliographies and indexes, catalogs, reference tools, literary landmarks; and related sources of information of assistance to research workers, faculty members, students, and others interested in teacher education.

22. MONROE, WALTER S. and SHORES, LOUIS. Bibliographies and summaries in education to July 1935. New York, N. Y., The H. W. Wilson Company, 1936. 470 p.

Lists bibliographies and summaries of publications on teacher education, (p. 410-16) and related topics. The entire publication lists more than 4,000 annotated bibliographies and summaries under author and subject in one alphabet. Now continued through the Education Index.

23. PEIK, WESLEY E. The preparation of teachers. Review of educational research, 10: 191-98, 270-77, June 1940.

Reviews selected references from the literature for the three years ending December 1939. Includes bibliography of 156 references. Previous summaries appeared in the Review as follows: 7: 253-62, June 1937; 4: 273-80, June 1934; and 1: 76-82, April 1931.

24. READERS' GUIDE TO PERIODICAL LITERATURE. July 1935 to June 1937; July 1937 to June 1939. Vols. X, XI. New York, N. Y., The H. W. Wilson Company, 1937, 1939. 2 v.

A standard source of periodical references, begun in 1900, and continued to date. Indexed by authors and subjects.

25. UNITED STATES OFFICE OF EDUCATION. Bibliography of research studies in education, 1938-39. Compiled by Ruth A. Gray. Washington, U. S. Government Printing Office, 1940. 411 p. (Bulletin, 1940, No. 5)

Lists 3,569 references in education, including many unpublished masters' and doctors' theses. See Subject Index for references under Teacher training, Teachers, etc. For preceding years, see: 1926-27, Bulletin 1928, No. 22; 1927-28, Bulletin

1929, No. 36; 1928-29, Bulletin 1930, No. 23; 1929-30, Bulletin 1931, No. 13; 1930-1931, Bulletin 1932, No. 16; 1931-32, Bulletin 1933, No. 6; 1932-33, Bulletin 1934, No. 7; 1933-34, Bulletin 1935, No. 5; 1934-35, Bulletin 1936, No. 5; 1935-36, Bulletin 1937, No. 6; 1936-37, Bulletin 1938, No. 5; 1937-38, Bulletin 1939, No. 5. [Edith A. Wright, comp., 1928-32]

26. ——— Education of teachers: Selected bibliography. June 1, 1932, to October 1, 1935. By Benjamin W. Frazier. Washington, U. S. Government Printing Office, 1936. 42 p. (Pamphlet No. 66)

Contains 275 selected, annotated references, indexed by authors and subjects. This is the second extensive bibliography on teacher education published by the U. S. Office of Education, the first being volume 1 of the *National Survey of the Education of Teachers*, published in 1932. Continued through the present publication.

27. ——— Selected bibliography on the education of teachers. By Gilbert L. Betts, Benjamin W. Frazier, and Guy O. Gamble. Washington, U. S. Government Printing Office, 1932. 118 p. (Bulletin 1933, No. 10. National survey of the education of teachers, vol. 1)

To June 1932. Contains 1,297 selected and annotated references. Indexed by authors and subjects. Selections were made from approximately 3,000 references. Continued through Office of Education Pamphlet No. 66, 1936.

See also No. 26, and the present publication.

28. WHEELER, JOSEPH L., and HAWES, MARION E. Educational literature of 1939. School and society, 51: 428-46, April 6, 1940.

Lists approximately 900 items, some of which pertain to teacher education (see especially p. 435-36). This list appears annually in *School and Society* and may be consulted to advantage for references published in years other than 1939. Starred titles indicate books chosen for the *Sixty Educational Books of 1939* in *Journal of the National Education Association* for April 1940.

See also Nos. 182, 192, 247; and Bibliographies, general: Bib-

liographies, special topics: Ability measurement, 52-54, 57, 255; admission and selection of students, 52-54, 57, 58; business education, 147; college teaching, 206; comparative education, 47; elementary education, 274; inservice teacher education, 193; instruction, public school, 274; physical education and health, 131, 133; student teaching, 236; supervision, 193, 197; teacher personnel, 247, 305; teacher supply and demand, 302, 305; training school, 236.

For additional general lists of references, including references published before 1935, see:

Loyola Educational Digest, 3441 N. Ashland Ave., Chicago, Ill.

National Education Association, Washington, D. C.

Teachers colleges and schools, and departments of education in higher institutions.

U. S. Office of Education, Washington, D. C.: (1) Senior specialist in teacher training, card files; (2) Library division: Good references, Bibliography series; (3) Record of current educational publications, 1912-32, issued as printed bulletins of the Office during those years; and many other bibliographies on various subjects.

Buildings and Equipment

29. THE AMERICAN SCHOOL AND UNIVERSITY; a yearbook devoted to the design, construction, equipment, utilization, and maintenance of educational buildings and grounds. New York, N. Y., American School Publishing Corporation, 1940. 823 p.

Contains a number of short articles on topics relating to building costs and financing; design and construction of buildings; architects; operation and maintenance; landscape design and development; departmental equipment; and directories of school officials.

See also yearbooks for preceding years.

30. EVENDEN, EDWARD S.; STRAYER, GEORGE D.; and ENGELHARDT, NICKOLAUS L. Standards for college buildings. New York, N. Y., Bureau of Publications, Teachers College, Columbia University, 1938. 226 p.

This authoritative presentation of standards follows the same topical order as the *Score Card for College Buildings*, by the same authors. Five general headings are employed: Site, buildings, service systems, instruction rooms (class and laboratory), and general units. Supplementary standards for use with a score card for normal schools and teachers colleges are included.

31. HANLEY, EDNA R. College and university library buildings. American Library Association. Chicago, Ill., The Association, 1939. 152 p.

Presents a selection of pictures and floor plans, with comments. Describes 42 buildings erected during the past 16 years. Emphasizes treatment of desirable elements and points out those to be avoided. Pertains to institutions of all types. Contains an annotated bibliography, 1917-38.

32. SHORT, C. W. and STANLEY-BROWN, R. Public buildings. A survey of architecture of projects constructed by Federal and other governmental bodies between the years 1933 and 1939. . . . Washington, U. S. Government Printing Office, 1939. 697 p.

Based upon a report made for the President in May 1939. Gives examples of a variety of work done during the period that are significant to all interested in architectural design. Higher institutions, including teacher-education institutions of all types, are represented on p. 284-323. Elsewhere, library and other types of college buildings are described.

Business and Finance

33. CHAMBERS, MERRITT M. Litigation regarding the financial support of State normal schools and teachers colleges. Educational

administration and supervision, 22: 666-700, December 1933.

Discusses litigation in respect to three sources of support: Federal land grants, State appropriations, and local taxation and bonding. Clarifies the difference between the gravitation of college fiscal management toward central State non-educational control, and toward central State educational control.

34. FRASIER, GEORGE W. and WHITNEY, FREDERICK L. Teachers college finance. Greeley, Colo., Colorado State Teachers College, 1930. 419 p. (Colorado state teachers college. Education series No. 10)

An old, but useful, systematic treatment of finance problems in the teachers college field. A bibliography of 88 references is appended.

35. HOLLIS, ERNEST V. Philanthropic foundations and higher education. Doctor's thesis, New York, N. Y., Columbia University Press, 1938. 365 p.

Although dealing with higher education in general, occasional sections of this comprehensive study indicate the extent and nature of foundation aid to the education of teachers. Treatment covers 100 foundations; two of these control 64 percent of the philanthropic capital. The development of professional education through research and studies is indebted to foundation funds for at least \$30,000,000, although not more than half of this sum has been granted to, or through, schools of education.

36. HOPKINS, WILFRED C. Ratio of training costs to service rendered by graduates of Pennsylvania State teachers colleges. Doctor's dissertation, 1939. Philadelphia, Pa., University of Pennsylvania. 177 p.

Analyzes the personnel and service records of 4,500 graduates of six State teachers colleges; establishes a standard upon which to prognosticate probable length of service; determines net costs of the training programs; and computes the ratio existing between net costs and service rendered. The initial costs for preparing teachers in some colleges

appear to be too great in comparison with others. Size of class and length of teaching life are important factors in determining true costs.

37. MILES, EDWARD V., Jr. Manual of teachers college accounting. Washington, D. C., American Council on Education, 1940. 191 p.

A manual prepared jointly by the financial advisory service of the American Council on Education and the American Association of Teachers Colleges. Sets forth an accounting system based upon the recommendations of the National Commission on Standard Reports. Describes in detail how to establish an accounting system and how to coordinate the budget, accounting system, and financial reports.

38. UNITED STATES OFFICE OF EDUCATION. Fiscal control over State higher education. By John H. McNeely. Washington, U. S. Government Printing Office, 1940. 49 p. (Bulletin, 1940, No. 8)

Reviews the policies and practices adopted by the individual States in respect to fiscal control vested in State executive officers and agencies over State universities and colleges. Nearly all the States have recently taken steps toward increased centralization of fiscal control over the various institutional units. Data based upon State laws.

39. WILLEY, MALCOLM M. Depression, recovery and higher education. A report by Committee Y of the American Association of University Professors. New York, N. Y., McGraw-Hill Book Company, 1937. 543 p.

Tells what happened to higher education between 1929 and 1936. Emphasizes effects of curtailed financial support, upon both staffs and students. Discusses also general problems of finance, enrollments and degrees, relation of the Government to higher institutions, and public relations and the depression. Discussions of teacher-education institutions given in connection with those of other higher institutions.

See also Nos. 180, 183-84.

Comparative Education of Teachers (Foreign Countries)

40. **BASON, CECILIA H.** Study of the homeland and civilization in the elementary schools of Germany with special reference to the education of teachers. Doctor's dissertation. New York, N. Y., Teachers College, Columbia University, 1937. 165 p.
- Study is based upon official educational documents, writings of German educators, publications of the International Institute of Teachers College, and information received during periods of study in Germany. The Germans have used their schools effectively for generations for forwarding the purposes of the State. The emphasis upon the study of the homeland and civilization in the elementary schools has long been one of the chief means to this end.
41. **BUREAU INTERNATIONAL D'ÉDUCATION.** Documents officiels sur l'enseignement de la psychologie dans la préparation des maîtres primaires et secondaires. Genève, Bureau International d'Éducation, 1937. 130 p. (Publications du Bureau International d'Éducation, No. 53)
- Official documents on instruction in psychology in the preparation of elementary and secondary school teachers. An interesting study containing data furnished by 42 countries.
42. ——— **La formation professionnelle du personnel enseignant primaire.** Genève, Bureau International d'Éducation, 1935. 403 p. (Publications du Bureau International d'Éducation, No. 42)
- Discusses professional education of primary school teachers. Compiled from data furnished by 62 countries.
43. ——— **L'organisation de l'éducation préscolaire.** Genève, Bureau International d'Éducation, 1939. 216 p. (Publications du Bureau International d'Éducation, No. 68)
- Compiled from data furnished by 48 countries. Discusses (1) administration and organization of the schools; (2) programs, methods, and hours; (3) general and special training of teachers.
44. **COLUMBIA UNIVERSITY. TEACHERS COLLEGE. INTERNATIONAL INSTITUTE.** Educational Yearbook of the International Institute of Teachers College, Columbia University, 1936-1938. Edited by Isaac L. Kandel, Bureau of Publications, Teachers College, 1936-1938. 3 v.
- For some countries, brief sections on teacher education are included in connection with general accounts of education. Rural education is discussed in the 1938 yearbook. Appears annually.
45. **KANDEL, ISAAC L.** Comparative education. p. 520-624; 827-860. Boston, Mass., Houghton-Mifflin Company, 1933.
- Discusses in detail the preparation of elementary-school teachers (p. 520-624), and secondary-school teachers (p. 827-860). Other important aspects of education in England, France, Germany, Italy, Russia, and the United States are also discussed.
46. **SMITH, HENRY L., and LITTELL, HAROLD.** Education in Latin America. New York, N. Y., American Book Company, 1934. 431 p.
- Discusses education in 20 different countries in respect to outstanding aspects of education, including status of teachers and teacher-training institutions.
47. ——— and **PAINTER, WILLIAM I.** Bibliography of literature on education in countries other than the United States of America. Bloomington, Ind., Indiana University Bookstore, 1937. 341 p. (Bureau of cooperative research, Indiana university)
- Contains annotated references to material published in the English language, January 1, 1925, to December 31, 1936, and available at Indiana University library. Classified and

indexed to facilitate the location of any specific phase of education in foreign countries, including teacher training. See index, p. 336.

48. STRATEMEYER, CLARA. Supervision in German elementary education, 1918-1933. Doctor's dissertation. New York, N. Y., Teachers College, Columbia University, 1938. 172 p. (Contributions to education, No. 734)

Based on data secured from official documents, other publications, and visitation. Discusses historical development, the public-school system administrative organization, professional training and in-service supervision of teachers.

49. UNITED STATES OFFICE OF EDUCATION. Education and service conditions of teachers in Scandinavia, The Netherlands, and Finland. By Alina M. Lindegren. Washington, U. S. Government Printing Office, 1941. 149 p. (Bulletin 1940, No. 9)

A comparative study made in the summer of 1938. Emphasizes the means whereby prospective teachers are legally or officially qualified to teach, notably by examination.

50. ———. Education in Germany. By Alina M. Lindegren. Washington, U. C. Government Printing Office, 1939. 145 p. (Bulletin 1938, No. 15)

Presents results of studies made in 1935 and 1936, and from documents later. Chapter III is devoted to the education of teachers.

51. YEARBOOK OF EDUCATION. 1936-1940. London, Eng., Evans Bros., Ltd., 1936-40. 5 v.

The Yearbook of 1936, chapter 6, section 4 (also in reprint) is devoted to *The training of teachers in Europe, U. S. A., and the British Dominions, 1920-1935*, by W. Fraser Mitchell; and chapter 7, to *The training of secondary school teachers in France*, by Georges Beau-lavon. In 1937-40, brief discussions of teacher education are given in the general discussions of Great Britain, her dominions and outlying parts, and other countries. See indexes.

See also No. 89.

Curricula and Courses, General Admission, Graduate Work

Admission

52. BARR, ARVIL, S. Recruitment for teacher training and prediction of teaching success. Review of educational research, 10: 185-90, 268-70, June 1940.

Reviews selected references from the literature for the three years ending December 1939. Includes bibliography of 50 references. Previous summaries appeared also in the *Review*, volume 7, June 1937; volume 4, June 1934; and volume 1, April 1931.

53. ——— and DOUGLAS, LOIS. The pre-training selection of teachers. Journal of educational research, 28: 92-117, October 1934.

Presents a summary of recent theories, practices, and investigations reported in the literature. Considers reports of a number of studies of factors related to teaching success. Lists 172 references.

54. ELIASSEN, REUBEN H. Recruitment for teacher training. Review of educational research, 1: 73-75, 139-41, April 1931; 4: 267-72, 330-33, June 1934; 7: 247-52, 320-22, June 1937.

Reviews briefly outstanding references selected from the literature. A bibliography accompanies each article. A later summary appeared in the *Review*, volume 10, June 1940.

55. LEADERSHIP IN DEMOCRATIC LIVING. Teachers college record, 40: 561-668, April 1939.

Contains seven addresses on the general question: How should a democratic people provide for the selection and training of leaders in the various walks of life? The entire issue is devoted to the general topic. Leta S. Hollingworth, Edward L. Thorndike, and I. L. Kandel are among the contributors.

56. SMITH, HENRY L. and EATON, MERRILL T. An experimental study of standards for the selection of candidates for teacher-training institutions. Bloomington, Ind., Indiana University, School of Ed-

ucation, 1939. 72 p. (Bureau of School of Education, Indiana university, vol. 16, No. 1, December 1939)

Undertakes to establish tentative standards for admission, primarily for guidance purposes. Reviews the findings of previous studies of the health, intelligence, scholarship, personality, and vocational interests of applicants. Reports an experimental application of certain measures to 47 sophomores. Suggests a number of helpful standards of admission.

57. STEINER, R. W. and VON HADEN, H. I. The pretraining selection and guidance of teachers. *Journal of educational research*, 33: 321-50, January 1940.

Summarizes selected papers in the field discussed that were prepared within the preceding five years. Lists 133 articles and monographs on opinions, practices, and investigations. A previous summary by A. S. Barr and Lois Douglas appeared in the *Journal*, 32: 92-117, October 1934.

58. TROYER, MAURICE E. The selection of students for the profession of teaching. *Journal of educational research*, 33: 581-93, April 1940.

Describes the methods of selection of prospective teachers at Syracuse University, at the end of the sophomore year. Presents data relating to the effectiveness of such methods. Concludes that selectees are unusually intelligent and capable, and that a constellation of factors operates in most cases of refusal. Personality and scholarship are among the important factors.

59. UNITED STATES OFFICE OF EDUCATION. Articulation of high school and college. By P. Roy Brammell. Washington, U. S. Government Printing Office, 1933. 96 p. (Office of Education. Bulletin 1932, No. 17, Monograph No. 10, National survey of secondary education.)

Contains questionnaire data from 511 institutions of higher education, including teachers colleges. Discusses admission requirements and practices. Finds great diversity in admission plans. Advocates better

guidance into, or away from, college on the basis of study of traits of secondary-school pupils.

See also Nos. 238, 247.

Curricula and Courses: General-Undergraduate

60. ANDERSON, PAUL L. Relation of theory and practice in the preparation of teachers in teachers colleges. *Educational administration and supervision*, 24: 641-58, December 1938.

Presents findings from the literature on the difficult problem of relating theory and practice. Describes specific attempts in several institutions to attain effective relationships.

61. BENNETT, RAYMOND D. Teacher education: A committee report. *Curriculum journal*, 8: 185-211, May 1937.

Contains discussions by several specialists on the function of goals in teacher education; a functional curriculum; the personal growth of secondary-school teachers; neglected areas in education of teachers; curriculum provision for the prospective teacher; experience in curriculum making; and needed research in teacher education.

62. BIGELOW, KARL W. and MUMFORD, LEWIS. Cultural and social elements in the education of teachers. Washington, D. C., American Council on Education, Commission on Teacher Education and National Education Association, Educational Policies Commission, April 1940. 51 p.

Two papers presented before the Bennington Conference, August 1939, discuss basic questions of interest to citizen-teachers. From somewhat different viewpoints they contribute to the further understanding of the meaning of a democratic order, and how to establish and maintain it; the personal qualities citizens should have; social changes that are demanded; and what is expected of teachers.

63. CHARTERS, WERRETT W. and WAPLES, DOUGLAS. The Commonwealth teacher-training study. Chicago,

Ill., University of Chicago Press, 1929. 666 p.

Contains materials for developing teacher-education curricula and methods of supervision; a collection of items expressing teacher traits; a collection of activities performed; and an evaluation of teacher activities. Old but important in the literature of the field.

64. JOHN DEWEY SOCIETY. Fourth yearbook: Teachers for democracy. George E. Axtelle and William W. Wattenberg, eds. New York, N. Y., D. Appleton-Century Company, Inc., 1940. 412 p.

Thirteen collaborators make their contributions to the development of a general point of view with which all are said to be in agreement. Argues for the preservation of democracy through appropriate education; better understanding of the forces influencing American life and education; closer relation of education to community life; and mobilizing the entire life and program of an institution for the desired development of its graduates. Forward-looking and vigorous in presentation.

65. KLONOWER, HENRY; KRINER, HARRY L.; and WILLIAMS, C. O. A working philosophy in the field of teacher education. Harrisburg, Pa., State Department of Public Instruction, 1939. 20 p. (Bulletin No. 157)

Discusses fundamental principles on which teacher-education programs should be developed. Presented from the viewpoints of the State department of education, and of the teacher.

66. KYTE, GEORGE C. Educational requirements for various degrees in education granted by representative universities. Educational administration and supervision, 25: 401-18, September 1939.

Presents data from catalogs of 84 universities, concerning courses in education and the requirements for degrees granted in education, including the bachelor's, master's, and doctor's.

67. LAFFERTY, H. M. Determining objectives in teacher-education.

Educational administration and supervision, 25: 1-17, January 1939.

Discusses methods and factors involved in determining objectives, and suggests some objectives. Documented.

68. NATIONAL EDUCATION ASSOCIATION. Educational policies commission. The unique function of education in American democracy. Washington, D. C., The Association, 1937. 129 p.

While not concerned primarily with teacher education, this publication is suggestive in that it is a significant exposition of the meaning of education as conceived by members of the commission and others. Briefly surveys topics in American educational history pertinent to the theme. Analyzes outstanding current issues. Has an inspirational, forward-looking viewpoint.

69. NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. Thirty-eighth yearbook, Part 2: General education in the American college. Guy M. Whipple, ed. Bloomington, Ill., Public School Publishing Co., 1939. 382 p.

Contains discussions by numerous authorities of the problems of general education. The four major topics include: The growing concern with general education; college plans emphasizing its extension; materials; and trends. Chapter XII discusses general education and teacher education.

See also Nos. 174, 182.

Graduate Work

70. BAXTER, EDWARD J. The teaching Ph. D. again. Educational record, 20: 107-17, January 1939.

Presents findings of a survey by questionnaire of 44 graduate schools. More than three-fourths recognize college teacher preparation as a primary function, but few allow such recognition to influence appreciably their program of graduate study. Only one-fourth claimed to have a specific program. None relaxes research requirements for college teachers.

71. ECKELBERRY, R. H., and others. Graduate work as an element of the program. Characteristics of the graduate program. Procedures in graduate work. Educational research bulletin (Ohio State university), 19: 305-34, May 22, 1940.
- Describes various aspects of graduate work at Ohio State University, with special emphasis upon its relationships to the College of Education. Sixteen authors contribute to these three articles.
72. EVENEDEN, EDWARD S. Report on a study of graduate work in teachers colleges and a tentative set of standards for graduate work in teachers colleges. In American association of teachers colleges. Seventeenth yearbook, 1938. p. 119-37. (Charles W. Hunt, sec., State normal school, Oneonta, N. Y.)
- Presents summarized tabulations of 122 replies to a questionnaire. Twenty-six institutions give the master's degree, and the number is increasing rapidly. Graduate enrollments are small. Purposes of graduate work emphasize the continuation and increase of professional education rather than research.
73. HUGHES, RAYMOND M. Research in American universities and colleges. In Research—A National resource. I. Relation of the Federal Government to research. p. 165-93. Washington, U. S. Government Printing Office, 1938.
- Presents and discusses many data concerning research and graduate work. Contents include: Chief contribution of the universities to research; research personnel; status of research; efforts to advance research; efforts needed to stimulate and advance research; and data concerning the amounts spent in this field by universities and colleges. Authoritative and factual.
74. ———. Report of the committee on graduate instruction. Washington, D. C., American Council on Education, April 1934. 43 p.
- Lists leading graduate schools. Covers 35 fields of knowledge. Based in part upon returns from deans of graduate schools offering work for the doctorate. Contains jury evaluations by leading scholars of departments of highest rank or of those which have an adequate staff and equipment to prepare for the doctorate.
- Also in Educational record, 15: 192-234, April 1934.
75. JUDD, CHARLES H., ch. Report of the Committee on graduate work beyond the master's degree for teachers in secondary schools. In The Association of American universities, Journal of proceedings and addresses. 38th Annual Conference, 1936. Chicago, Ill., University of Chicago Press, 1937. p. 41-57.
- Discusses current problems, and gives opinions of a number of deans and of members of the committee. States that no institution which tolerates lack of coordination between preparatory departments should be regarded as competent to prepare teachers.
76. STANBURY, PAUL W. The master's degree for secondary school teachers. Columbus, Ohio, The Ohio State University Press, 1939. 75 p. (The Ohio State university studies, Contributions in education, No. 3)
- The data in this monograph were obtained from interviews and questionnaires in which several thousand public-school and college teachers and officers participated, and from the literature. Discusses the status and problems of the master's degree; student selection and guidance; the curriculum; and examinations.
77. UNITED STATES OFFICE OF EDUCATION. The graduate school in American democracy. By Isaiah Bowman. Washington, U. S. Government Printing Office, 1939. 70 p. (Bulletin 1939, No. 10)
- Contains authoritative statements concerning objectives; the mind as a conditioning factor; society as a conditioning factor; and institutionalized education as a conditioning factor. Makes clear the distinction be-

tween the practitioner and the scholar, despite the close relationship between them.

See also Nos. 121, 158

Curricula and Courses in Specific Fields or Subjects

Academic Subjects, High School

78. **BOYER, LEE E.** College general mathematics for prospective secondary school teachers. State College, Pa., Pennsylvania State College, 1939. 106 p. (Studies in education, No. 17)
Gives evidence for the need of a college general course in mathematics and suggests valid subject matter for it. Stresses the need for learning experiences in mathematics that will function in rendering the future use of the subject more efficient.
79. **CAMPBELL, DOAK S.; SMITH, C. CURRIEN; and others.** The education of secondary school teachers. Report of Joint committee on study of curricula of the Southern association of colleges and secondary schools. Nashville, Tenn., George Peabody College for Teachers, 1936. 203 p. (Division of surveys and field studies)
Presents data from more than 100 higher institutions of all types concerning their institutional aims and functions; the qualifications of their teaching personnel; the selection, guidance, and promotion of students; the curriculum content and pattern; the training school and directed teaching; and teacher supply, demand, and certification. Proposes a program of teacher education.
80. **CURTIS, FRANCIS D.** Third digest of investigations in the teaching of science. Philadelphia, Pa., P. Blakiston's Son & Company, Inc., 1939. 419 p.
Presents digests of 94 investigations reported chiefly between 1931 and 1937. Useful in teacher education, both pre-service and in-service, and to research workers. The studies summarized are in elementary education as well as secondary education.
81. **HENSLER, FRANK H., ed.** Subject matter preparation of secondary school teachers. Final report of the Committee. North central association quarterly, 12: 439-539, April 1938.
Part I of this major research undertaking summarizes and interprets data concerning inadequacies in subject-matter preparation; suggests corrections; and proposes steps to be taken by the association. Part II summarizes studies made by the committee. An important contribution.
82. ——— and others. Subject-matter preparation of high school teachers. North central association quarterly, 12: 230-82, October 1937; 13: 193-221, October 1938.
Each issue contains eight reports by authorities on a wide variety of topics under the general subject. The necessity for cooperative procedures in curriculum construction is clearly indicated by the interrelationships of the discussions. Most of the discussions pertain to the final report and to preliminary reports of an important committee of the association whose work extended over a period of four years or more.
83. **THE JOINT COMMISSION OF THE MATHEMATICAL ASSOCIATION OF AMERICA and THE NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS.** The place of mathematics in secondary education. New York, N. Y., Teachers College, Columbia University, 1940. 254 p.
This important pronouncement contains the contributions of 14 authorities. One chapter is on teacher education. Emphasizes the place of mathematics in the educational program of the specialist. Helpful in respect to content and method.
84. **NOLL, VICTOR H.** The science teacher's qualifications. In *Teaching of science in elementary and secondary schools*, p. 197-214. New York, N. Y., Longmans, Green and Company, 1939.
Discusses the nature of the science teacher's work. Makes proposals and suggests practices and a program for his preparation. Discusses his professional background.

85. PENNINGTON, R. COMBIN. Speech in the teaching profession: A study of the professional requirements and the quality of the speech of three groups of teachers. Doctor's dissertation. New York, N. Y., Columbia University, 1939. 80 p.
- Discusses speech requirements; judges' ratings; analysis of speech records; speech and speech training in teacher education institutions; and related topics. In about 35 percent of 151 teacher-education institutions some speech work is required. Advocates more adequate speech training.
86. PIEPER, CHARLES J., *ch.*, and others. What shall be the nature of the science course (or courses) offered for the liberal education of all teachers? In Eastern States association of professional schools for teachers. Proceedings, 1936. p. 247-98. New York, N. Y., Prentice-Hall, Inc., 1936.
- Contains papers and discussions that give the viewpoint of teachers, supervisors, administrators, State department officers, college teachers, and others.
87. REYNOLDS, CHARLES W. The development of generalized science courses in State teachers colleges. Nashville, Tenn., George Peabody College for Teachers, 1938. 7 p. (Abstract of Contribution to education No. 210)
- Presents data concerning the development and the present status of generalized science courses. Data were secured from questionnaires sent to State teachers colleges and by analyses of textbooks, syllabi, and catalogs.
88. SPRAGUE, HARRY A. A decade of progress in the preparation of secondary school teachers; a study of curriculum requirements in 55 State teachers colleges in 1928 and 1938. Doctor's dissertation. New York, N. Y., Teachers College, Columbia University, 1940. 170 p.
- Points out trends in practices, most of which are believed desirable. Professional objectives are becoming clearer. Prescriptions have increased in social studies, science, English, geography, general psychology, mathematics, and music. The average number of semester hours required per college in education and student teaching dropped from 25.9 in 1928, to 23.2 in 1938. Comprehensive and well-integrated courses which tend to unify related materials have been developed.
89. TURNER, IVAN S. The training of mathematics teachers for secondary schools in England and Wales and in the United States. National council of teachers of mathematics. Fourteenth yearbook. New York, N. Y., Teachers College, Columbia University, 1939. 231 p.
- A comparative study of interest to all mathematics teachers. Discusses secondary education, mathematics in secondary schools, and academic and professional preparation of mathematics teachers. Evaluates practices in terms of stated principles.
90. WATKINS, R. K., *ch.* Preliminary report of the Committee of the national association for research in science teaching, on the training of science teachers. Science education, 22: 283-93, November 1938.
- Presents statements of 18 issues concerning the preparation of science teachers in elementary and secondary schools, and gives authoritative answers to the questions raised. Contains 77 references.
91. WORKS, GEORGE A.; NEWBURN, HARRY K.; EMENS, JOHN R.; and EVERETT, SAMUEL. Preparation of secondary school teachers. North central association quarterly, 14: 187-200, October 1939.
- Consists of four papers that discuss the work and findings of a North Central Association committee. The papers give information concerning the planning of the study; implementation of reforms within the high school; State-administered teacher-selection techniques and cer-

tification; and a survey of cooperative teacher education by higher institutions and high schools.

See also Nos. 69, 75-76, 220, 275.

Administration and Supervision: Curricula and Courses

92. AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS. Seventeenth yearbook: Schools in small communities. Washington, D. C., The Association, 1939. 608 p.

See especially p. 263-85, on professional leadership. Discusses the essentials of leadership, professional leadership in action, and coordination and improvement of leadership. There are about 8,100 superintendents in cities of more than 2,500 population; perhaps 5,000, including supervising principals, in towns of less than 2,500 population; and about 3,400 county and district superintendents.

93. ——— Committee on certification of superintendents of schools. The superintendent of schools and his work. Washington, D. C., National Education Association, 1940. 48 p.

This final report of the committee summarizes case studies of 26 superintendents in representative cities in typical situations. Gives beliefs and attitudes of several groups of people with whom the superintendent works. Contains recommendations of considerable import in constructing preparatory curricula.

94. COOKING, WALTER D., and WILLIAMS, KENNETH R. The education of school administrators. Athens, Ga., The Authors, The University of Georgia, April 1940. 146 p. [mimeo.]

Data were collected through visitation and a schedule of information. Discusses the philosophy of administration as a basis for the program of education; guidance of students; programs of studies; specific procedures utilized in the education of school administrators; and related topics. Fifteen important universities and colleges were studied.

95. HILL, CLYDE M. Trends in the teaching of school administration. School and society, 38: 33-39, July 8, 1933.

An address which proposes a new emphasis on general knowledge and understanding. Stresses the desirability of continuous contact with current administrative problems in the teaching of administration. In support of these theses, quotes authorities and describes the general procedure at Yale University.

96. UNITED STATES OFFICE OF EDUCATION. The elementary school principalship. Some aspects of its development and status. By Bess Goodykoontz and Jessie A. Lane. Washington, U. S. Government Printing Office, 1938, 43 p. (Bulletin 1938, No. 8)

Discusses selected aspects of the principalship in city elementary schools, training opportunities, and certification of principals. These important officers number more than 21,000. Special certificates are issued to elementary principals in 21 States.

97. ——— Preparation for elementary school supervision. By Mary D. Davis. Washington, D. C., U. S. Government Printing Office, 1933. 75 p. (Bulletin 1937, No. 18)

Data were secured from all major types of preparatory institutions through use of catalogs and questionnaires. Analyses requirements for both general and subject supervisors, to determine nature of curricula offered. Indicates trends. Gives lists of institutions offering curricula in the field.

See also Nos. 55, 92-93, 96, 267, 270, 341.

Grade Levels: Nursery, Kindergarten- Primary, Elementary, and Junior High School

98. GEMMILL, ANNA M. An experimental study at New York State teachers college at Buffalo, to determine a science program for the education of elementary classroom teachers. New York, N. Y.,

Teachers College, Columbia University, 1937. 74 p.

Surveys conditions in 16 representative institutions in 10 States. Outlines recommended types of training. Treats materials, procedures, and the psychology and philosophy of curriculum-building in the institutions studied. Believes that science is needed in teacher-education curricula for elementary teachers and that better guidance also is needed.

Also in: *Science education*, 22: 163, March 1938.

99. JOHNSON, EMMA, ch. Problems in teacher training. In *National association for nursery education. Proceedings of the sixth conference, 1935*. p. 15-27. (Josephine C. Foster, sec., Institute of child welfare, University of Minnesota, Minneapolis, Minn.)
Contains abstracts of papers presented in discussion groups to six or more participants. Topics include teacher personality, training, experience, cultural needs, etc.
100. LANGDON, GRACE, ch. Suggestions for building courses in nursery education. Washington, D. C., National Advisory Committee on Emergency Nursery Schools, 1936. 113 p.
A syllabus prepared by a teacher-training committee of specialists as a suggestive working guide to preparation for participation in nursery education. Contains selected references under each major topic discussed.
101. RIED, HAROLD O. and ROSENLOF, GEORGE W. Teacher-training in in junior colleges. *Junior college journal*, 8: 347-51, April 1938.
Presents reports from 223, or 40 percent of all junior colleges. In 20 of 45 States included, 50 percent or more of the junior colleges offer at least a part of a teacher-education program. No program is offered in 13 States.
102. ROBINSON, ARTHUR H. The professional education of elementary teachers in the field of arithmetic. Doctor's dissertation. New York, N. Y., Teachers College, Columbia University, 1936. 193 p.

Undertakes to determine elementary teachers' inadequacies in knowledge and use of principles of arithmetic and of teaching techniques; to evaluate professional courses; and to formulate suggestions concerning the organization, administration, and teaching of such courses. Suggests 30 principles of teaching arithmetic.

See also *Academic subjects, high school*; and other references under specific topics.

Professional Education

103. AMERICAN EDUCATIONAL RESEARCH ASSOCIATION. Application of research findings to current educational practices. Official report, 1935. Washington, D. C., The Association, 1935. 273 p.
The first complete annual report of the association. Contents include a number of abstracts of papers on topics relating to research in teachers colleges and universities (p. 30-32); college teaching (p. 34-51); evaluating teachers and teaching (p. 166-190); and needed changes in content and instruction in higher education (p. 192-216).
104. BEU, FRANK A. Education courses in the State teachers colleges and liberal arts colleges. *Bulletin of the American association of collegiate registrars*, 12: 132-37, January 1937.
Reports an analysis of courses in education described in catalogs of 152 State teachers' colleges and 248 liberal arts colleges and universities. Sixty-three institutions offered an introductory course in education. Educational psychology and practice teaching were offered in most institutions. Special-methods courses were found in 80 percent of the teachers colleges, and in 40 percent of the liberal arts colleges.
105. BURTON, WILLIAM H. and IRANER, DALMYRA M. Introductory courses in education. *Journal of educational research*, 29: 171-86, November 1935.
Analyzes in detail the contents of 17 introductory textbooks in education. The books vary in content, organization, method of approach, and emphases upon various topics. The textbook pattern still is experimental.

106. CARTWRIGHT, BENJAMIN A. Four decades of development of psychology in State teachers colleges. Doctor's thesis. Nashville, Tenn., George Peabody College for Teachers, 1933. 167 p.
- Treats of course offerings and course content at 10-year intervals, and relation of psychology to other subjects. Discusses also the departmental placement of psychology, the degrees held by instructors, and trends in course content. Concludes that psychology will have a permanent and prominent place in teachers college curricula.
107. EVENDEN, EDWARD S. Professional elements in the education of teachers. In American association of teachers colleges. Fifteenth yearbook, 1936. p. 137-45. (Charles W. Hunt, sec., State normal school, Oneonta, N. Y.)
- Presents the viewpoint that courses taught for general educational purposes only may contain few professional elements. Teachers should have thorough scholarship, a professional point of view, and professional equipment. They should know the relationship of education to society, and of their subject to education.
- Also in: National education association. Addresses and proceedings, 1936. p. 583-96.
108. KYTE, GEORGE C. Stated aims and functions of divisions of education in forty-one representative universities. School and society, 50: 378-84, September 16, 1939.
- Information is taken from university catalogs. An important objective is the rendering of educational service to the State and the university, in which research, preparation for service in education, and dissemination of knowledge have a place. Lists 36 fields of educational service.
109. LINDER, ROSCOE G. An evaluation of the courses in education of a State teachers college by teachers in service. Doctor's dissertation. New York, N. Y., Teachers College, Columbia University, 1935. 156 p.
- Summarizes opinions of graduates and students concerning duplication of topics in education courses, and the choice and treatment of topics. Six major criticisms are discussed. Evaluates topics.
- Abstract in: Teachers college record, 38: 80-81, October 1936.
110. MATHEWS, C. O. The introductory course in educational measurements. Educational administration and supervision, 21: 431-47, September 1935.
- Summarizes findings of numerous investigators relative to the objectives and content of introductory courses in educational measurements. Objectives and contents of texts vary widely. Contains numerous references.
111. MAXWELL, PAUL A. Student activities in education courses. Educational administration and supervision, 23: 528-40, October 1937.
- Presents a classification of the learning activities suggested in the 60 educational books selected annually by the Enoch Pratt Free Library of Baltimore during the decade 1926-35. Endeavors to discover some significant characteristics of teaching practices.
112. WILLIAMSON, ORED J. Provisions for general theory courses in the professional education of teachers. Doctor's dissertation. New York, N. Y., Teachers College, Columbia University, 1936. 185 p. (Contributions to education, No. 684)
- Traces the history of the teaching of general theory in teacher-education institutions. Reports recent tendencies as shown by replies to a questionnaire sent to each member of the faculties of 25 normal schools and liberal arts colleges in the eastern and middle western sections of the United States. Discusses the qualifications and philosophies of staff members who teach theory courses; and suggests improvements in function, content, and teaching of such courses.
- See also Nos. 66, 95, 209, 217-46, 258.

*Special Fields: Library Education,
Negro Education, Rural Educa-
tion, Miscellaneous*

113. AMERICAN ASSOCIATION OF TEACHERS COLLEGES and AMERICAN LIBRARY ASSOCIATION, JOINT COMMITTEE. How shall we educate teachers and librarians for library service in the schools? Findings and recommendations of the committee, with a library science curriculum for teachers and teacher-librarians. New York, N. Y., Teachers College, Columbia University, 1936. 74 p.
- Presents an analysis of existing curricula, a statement of principles which should guide in reorganizing them, and recommendations for a library-science curriculum for teachers and teacher-librarians.
114. AMERICAN LIBRARY ASSOCIATION. The preparation of teacher-librarians. Chicago, Ill. The Association, 1937. 48 p.
- A report based on field studies of training agencies for the American Library Association Board of Education for Librarianship.
115. BAYSON, LYMAN. Adult education. New York, N. Y., American Book Company, 1936. 208 p.
- Contains authoritative basic textbook material. Discusses briefly the philosophical and sociological foundations, the functions and methods, and the agencies at work. Contains sections on the role of the teacher, special methods, subjects and materials, and numerous references.
116. FARGO, LUCILE F. Preparation for school library work. New York, Teachers College, Columbia University, 1936. 190 p.
- A sound, critical treatment of the problem of training both the full-time school librarian and the teacher-librarian, based on a study of positions available, certification requirements, the functions of the school librarian and necessary background, and trends in professional preparation. The author's wide experience enables her to treat the subject broadly and realistically.
117. GORE, GEORGE W. Jr. In-service professional improvement of Negro public school teachers in Tennessee. Doctor's dissertation. New York, N. Y., Teachers College, Columbia University, 1940. 142 p.
- Treats of the attainments and service conditions of teachers, services of colleges for Negroes, supervisory services, and professional problems. Compares Negro teachers of Tennessee with other teaching groups. Approximately 40 percent of the Negro teachers are supervised.
118. JACKSON, REID E. Rise of teacher-training for Negroes. Journal of Negro education, 7: 540-47, October 1938.
- Gives well-documented sketch of the history of provisions for teacher education of Negroes. Provisions have been facilitated chiefly by (1) missionary efforts of religious organizations; (2) Freedman's Bureau; (3) private philanthropy; and (4) land grant colleges. All higher institutions for Negroes, except a few highly specialized institutions, now prepare teachers. Secondary sources used chiefly.
119. KANSAS STATE TEACHERS COLLEGE, EMPORIA. The county superintendent and rural school supervision. By Ralph M. Edwards. Bulletin of Information, 20: 1-67, July 1940. (Studies in education, No. 20)
- Discusses such questions as the meaning of supervision to a busy executive; usable supervisory techniques; effects of long-range supervision; and development of professional leadership. Describes a rural school supervisory project, and draws conclusions from it. Cites numerous references.
120. McALLISTER, JANE E., and others. Administration and organization of student-teaching at Miner Teachers College. Educational administration and supervision, 26: 289-304, April 1940.
- Describes aspects of organization and administration of student teaching, such as all-day teaching for 9 weeks, the educational seminar conducted by student teachers, extra-curriculum activities, and other in-

interesting features. Presents the supervisory viewpoints that have influenced the present program.

121. McCUISTION, FRED. Graduate instruction for Negroes in the United States. Doctor's thesis. Nashville, Tenn., George Peabody College for Teachers, 1939. 172 p. (Contribution to education, No. 255)

Examines, on the basis of data from many sources, the needs for non-professional instruction on the graduate level, and describes and evaluates such work. Proposes solution of major problems. There are 7 Negro colleges in the South and 82 colleges elsewhere where Negroes are enrolled as graduate students. Approximately 50,000 Negroes hold first degrees, and 45,000 hold teachers' certificates.

122. ROBINSON, WILLIAM. Practices and trends in the preparation of teachers for rural elementary schools in the State teachers colleges and normal schools. Doctor's dissertation (Teachers College, Columbia University). Kalamazoo, Mich., Western State State Teachers College, The Author, 1936. 118 p.

Reports that in 1934-35, offerings were differentiated in some degree for rural elementary teachers in 84 percent of the State teacher-education institutions. The data indicate that rural education is becoming a more clearly defined field of education. Presents arguments for and against differentiation of courses for rural and urban teacher education. Data on curriculum differentiation are presented for 1926-27, 1931-32, and 1934-35.

123. UNITED STATES OFFICE OF EDUCATION. Opportunities for the preparation of teachers in conservation education. By Katherine M. Cook and Florence E. Reynolds. Washington, U. S. Government Printing Office, 1940. 13 p. (Pamphlet No. 90)

Gives titles of courses according to States and institutions, departments in which offered, and credits earned. Courses in conservation are to be found in 35 States.

124. ——— Opportunities for the preparation of teachers of exceptional children. By Elise H. Martens. Washington, U. S. Government Printing Office, 1938. 58 p. (Bulletin 1937, No. 17)

Presents data secured from questionnaires and catalogs. Coverage includes 420 higher institutions. Courses are listed by States and by institutions. Curricula or groups of courses, and single courses are differentiated.

125. ——— Opportunities for the preparation of teachers of children of native and minority groups. By Katherine M. Cook. Washington, U. S. Government Printing Office, 1937. 11 p. (Pamphlet No. 77)

Lists 15 institutions that provide training. Summarizes the types of work offered in these institutions, describes the courses offered in each, and gives pertinent related information.

126. ——— Professional library education; introducing the library. By Nora E. Beust. Washington, U. S. Government Printing Office, 1938. 75 p. (Bulletin 1937, No. 23)

Description of the place and varied functions of the library in modern society. Also includes information about professional preparation and training agencies of secondary and elementary school librarians.

127. ——— Status of rural-school supervision in the United States in 1935-36. By Walter H. Gaumnitz. Washington, U. S. Government Printing Office, 1937. 20 p. (Pamphlet No. 72)

On the basis of information received from State departments of education, states the number of rural-school supervisors employed by county, district, and similar administrative units to be 975; and the number of State supervisors of rural schools to be 184. Shows trends and tendencies in rural-school supervision. Compares the situation in 1935-36 with that in 1929-30.

128. WALLIN, J. E. WALLACE. Trends and needs in the training of

teachers for special classes for handicapped children. *Journal of educational research*, 31: 506-26, March 1938.

An address which contains recommendations based on a special factual survey and on the literature of the field. The discussion discloses the regulations and requirements for teachers in States east of the Mississippi, and in 18 large cities. No serious retrogression in requirements during the depression period was found.

129. WILSON, LOUIS R. The American library school today. *Library quarterly*, 7: 211-45, April 1937.

A comprehensive statement of the development and present status of training for library service.

130. WOFFORD, KATE V. A history of the status and training of elementary rural teachers of the United States, 1800-1930. Doctor's dissertation (Columbia University). Pittsburgh, Pa., Press of Thomas Siviter and Company, 1935. 170 p.

Describes training and practices in various school systems. Discloses trends in rural-teacher training in the establishment of student-teaching centers in rural areas. States that prior to 1910 practically all the professional training of the rural teacher was received while she was teaching; thereafter there was great increase in sub-collegiate training units, later followed by preparatory work in teachers colleges.

See also, for Library teacher certification, 266; Negro teacher education, 170, 182; Rural in-service teacher education, 196; rural teachers, 252, 295, 299, 301, 324.

**Special Subjects, Nonvocational:
Art, Industrial Arts, Music, Physical Education and Health**

131. AFFLECK, GEORGE B. Selected bibliography for 1939. The Research quarterly of the American association for health, physical education, and recreation, 11: 135-160, December 1940.

In December of each year, during recent years, extended bibliographies by the same author have appeared in the *Quarterly* on various sub-topics

included in health, physical education, and recreation. Included are references on teacher training, methods, pedagogy, supervision, and related topics.

132. BEATTIE, JOHN W. The selection and training of teachers. In *National society for the study of education. Thirty-fifth year-book, Part 2*. p. 207-19. Broomfield, Ill., Public School Publishing Company, 1936.

Contains summarizations by an authority on qualifications sought in music teachers by administrators. Suggests courses and credits to be earned.

133. CHAYER, MARY E. Bibliography in health education for schools and colleges. New York, N. Y., G. P. Putnam's Sons, 1936. 100 p.

While not specifically concerned with teacher education this detailed bibliography in book form contains references on all phases of school health education, some of which are important in teacher education. Contains some notes. Lists a wide variety of sources from which teachers may select library materials.

134. CONNETTE, EMMIE. A survey of the preparation of public-school music teachers. *Educational administration and supervision*, 23: 433-46, September 1937.

Treats of the programs provided for prospective teachers of music as indicated in the courses of 67 universities, colleges, music conservatories, and teachers colleges that offer 4-year curricula. Lists specific courses and indicates extent to which each is offered. Contains references.

135. DIEHL, HAROLD S. and SHEPARD, CHARLES E. The health of college students. Washington, D. C., American Council on Education, 1939. 160 p.

Upon the basis of questionnaire data and other sources of information, discusses the health of youth; development of college health work; student health problems and programs; organization of college health programs; and organization and development of college student health service. Most types of higher institutions are included, among which are

a representative number of teachers colleges. Contains an extended bibliography.

136. HAGGERTY, HELEN R. Certain factors in the professional education of women teachers of physical education. Doctor's dissertation. New York, N. Y., Teachers College, Columbia University, 1938. 87 p. (Contributions to education, No. 741)
Analyzes replies to a questionnaire received from 46 widely distributed higher institutions. Develops two tests to measure knowledge of professional subject matter. Indicates how variations in knowledge of professional subject matter are related to characteristics of the institution and its faculty and students.
137. MOEACHERN, EDNA M. A survey and evaluation of the education of school music teachers in the United States. Doctor's dissertation. New York, N. Y., Teachers College, Columbia University, 1937. 183 p.
Analyzes present practice in the education of school music teachers, and evaluates it by criteria validated by a jury of superior educators of school music teachers, and by the expressed professional needs of such teachers in the field. Sets up a provisional program. Concludes that while mechanics of school music education have their place, the education of school music teachers is primarily concerned with evoking the spirit of music. Bibliography.
Abstract in: Teachers college record, 30: 248-49, December 1937.
138. MUSIC EDUCATOR'S NATIONAL CONFERENCE. Music supervision; education of music teachers . . . In its Thirtieth yearbook . . . 1937. p. 162-99. Chicago, Ill., The Conference, 1937.
Contains transcripts of discussions on a number of aspects of supervision, including its definition, function, value, and methods; pre-service education; and teacher certification.
139. NATIONAL EDUCATION ASSOCIATION. DEPARTMENT OF CLASSROOM TEACHERS. Ninth yearbook: Fit to teach: a study of the health problems of teachers. Washington, D. C., The Department, 1938. 276 p.
Discusses teachers' physical and mental health. Includes information from earlier studies and data from various recent questionnaires. Covers personal health practices, and the effect of various factors. Gives information concerning the work of communities and professional organizations. Contains a chapter, p. 207-40, on pre-service training of teachers, and a chapter on health standards for entering the profession, p. 241-60.
140. NIXON, EUGENE W. and COZENS, FREDERICK W. An introduction to physical education. Philadelphia, Pa., W. B. Saunders Company, 1941. 298 p.
Chapter 14 (p. 225-50) discusses the qualifications and training of the physical-education teacher. Maintains the thesis that all organized education is fundamentally a process of guiding the student through activity toward his finest possible development as an individual biological organism and as a member of society.
141. OBENSTEUFER, DELBERT. Professional education in physical education. North central association quarterly, 14: 345-361, April 1940.
An address that reports upon survey material on physical education in a selected group of institutions in the North Central Association. Attempts to discover conditions and trends for the improvement of professional courses. Physical education appears to be a moving and dynamic field.
142. SNITZ, REUBEN H. Analysis of the sheet-metal worker's trade and a curriculum for the training of teachers of sheet-metal work in industrial arts courses. Teachers college journal, 9: 43-74, January 1938.
An extended abstract of a doctor's thesis. Data secured from the literature and from consultation with competent sheet-metal worker craftsmen. Believes that the teacher of sheet-metal work should be creative and socially effective, as well as skilled in performance.

143. UNITED STATES OFFICE OF EDUCATION. Training of elementary teachers for school health work. By James F. Rogers. Washington, U. S. Government Printing Office, 1936. 27 p. (Pamphlet No. 67)

Gives a brief historical sketch, and discusses selected aspects of teacher preparation for physical care of the pupil, work of some training schools, and methods and procedures in preparing teachers.

144. WATKINS, NELSON S. Traits characteristic of men majoring in physical education at the Pennsylvania State College. New York, N. Y., Teachers College, Columbia University, 1937. 62 p. (Contributions to education, No. 735)

Presents criteria for selecting traits and gives results of the research techniques used. Recommends that data regarding intelligence, health, leadership, and personality be obtained for prospective teachers of physical education.

Special Subjects, Vocational: Agriculture, Business, Home Economics, Trades and Industries

145. BECKMAN, R. O. How to train supervisors. Manual and outlines for determinate discussion. New York, N. Y., Harper and Brothers, Publishers, 1940. 305 p.

Discusses the training of sub-executives who represent the connecting link between the management and the workers. Contains, in two parts, a manual of procedure and outlines for discussion. Contains concrete suggestions and practical advice.

146. COOK, GLEN C. Handbook on teaching vocational agriculture. Fourth edition. Danville, Ill., Interstate Printing Company, 1938. 672 p.

Although not descriptive of the process of teacher education, this comprehensive text contains content and methods material of interest to prospective teachers of vocational agriculture. Discusses classroom work, farm mechanics, the future

Farmers of America, miscellaneous activities, illustrative materials, and related topics.

147. NATIONAL ASSOCIATION OF BUSINESS TEACHER-TRAINING INSTITUTIONS. [Formerly National Association of Commercial Teacher-Training Institutions.] Bulletins 9 to 21. March, 1936, to date. Ann Brewington, ed. 13 v. (H. M. Douitt, sec., University of Akron, Akron, Ohio)

An important series of bulletins on varied aspects of the education of teachers of business subjects. Topics treated include: Research in commercial teacher training, Bulletin No. 9; Practice teaching, No. 11; Methods requirements, No. 10; Training of teachers in service, No. 13; Suggested programs, No. 14; Bibliography on commercial teacher training, No. 15; State certification of teachers of business education, No. 16; State university programs for preparation, No. 18. The annual proceedings of the association are included in the series.

148. NATIONAL COMMERCIAL TEACHERS FEDERATION. Fifth yearbook, 1939: Indices of good teaching. Bowling Green, Ky., National Commercial Teachers Federation, Office of Secretary, 1939. 359 p.

Chapter 1 (p. 1-14) discusses training for teaching in the secondary school; elsewhere a number of authorities discuss the organization and status of supervision, and mutual expectations of supervisors and teachers. Presents case studies of supervision in business education, and discusses the supervision needs of beginning teachers.

149. ——— Sixth yearbook, 1940: The business curriculum. Bowling Green, Ky., National Commercial Teachers Federation, Office of Secretary, 1940. 459 p.

Chapter 12, by Harvey A. Andruss, is entitled: The teachers college business curriculum; and chapter 32, by Ann Brewington, is entitled: The business curriculum in teacher-training institutions. Elsewhere in the volume numerous authorities discuss topics of interest to teachers of commercial subjects.

150. UNITED STATES OFFICE OF EDUCATION. Agricultural education. Organization and administration. Revised 1939. Washington, U. S. Government Printing Office, 1940. 50 p. (Vocational division. Bulletin No. 13. Agricultural series No. 1)
- Gives information concerning vocational education in agriculture under both the Smith-Hughes and George-Deen Acts. Contains some information (p. 18-25 and elsewhere) on preparation of teachers of vocational agriculture.
151. ——— Digest of annual reports of State boards for vocational education to the U. S. Office of Education. Fiscal year ended, June 30, 1940. Washington, U. S. Office of Education, Federal Security Agency, 1941. 95 p. plus tables. [mimeo.]
- Brief sections, and some statistics, are presented on teacher education in connection with the general materials on the several vocational fields.
152. ——— Distributive education organization and administration. By Kenneth B. Haas. Washington, U. S. Government Printing Office, 1940. 50 p. (Vocational division. Bulletin 1940, No. 211. Business education series, No. 13)
- Chapter VII briefly discusses teacher training for distributive education; and Chapter VIII, Qualifications of distributive education personnel. Gives information concerning the provisions of the George-Deen Act, and the regulations based upon it.
153. ——— Home economics education courses. A study of practices in teacher-training institutions reimbursed from Federal funds for vocational education. Washington, U. S. Government Printing Office, 1936. 101 p. (Vocational education. Bulletin No. 187. Home economics series, No. 20)
- Discusses curricula; allocation of topics; critical evaluation of topics; and alumni criticisms of the program; and makes recommendations.
- Data are based upon questionnaire returns from 70 institutions. Instructors should study more carefully the needs of in-service teachers, and should keep pace with changing emphases in educational philosophy.
154. ——— Teacher training releases Nos. 1 to 12, February 1, 1938, to October 17, 1940. By H. B. Swanson. Washington, U. S. Office of Education, Vocational Division, 1938-1940. 12 v. [mimeo]
- These 12 mimeographed releases are composed of materials received as reports from State supervisors and teacher trainers in agriculture in the several States. Institutions engaged in teacher education, staff and student personnel, curricula and courses, and a wide variety of sub-topics and related topics are discussed in the series.
- ### Directories, Accredited Institutions, Biographies
155. CATTELL, J. McKEEN; CATTELL, JAMES; and ROSS, E. E., eds. Leaders in education. A biographical directory. Second edition. Lancaster, Pa., The Science Press, 1941. 1134 p.
- Contains about 17,500 names. Includes brief sketches of educators in all fields. One of the most inclusive works of its kind. The first edition was published in 1932.
156. COOK, ROBERT C., ed. Who's who in American education. 1939-40. Ninth edition, vol. 9. Nashville, Tenn., Who's Who in American Education, Inc., 1940. 87 p.
- Contains biographical sketches, and photographs of eminent living educators of the United States. Many of these are leaders in the preparation of teachers.
157. HURT, HUBER W. and HURT, HARRIETT. Education. In The 1939 college blue book, p. 226-223. (Fourth edition) Deland, Fla., The College Blue Book, 1939.
- Gives information concerning teachers colleges, normal schools, and schools of education, including their recognition by various associations

- and agencies, control, date of founding, location, sex of students, number of degrees conferred, length of curricula, etc. The Educational Atlas (p. 485-579) shows the location of colleges and universities in each State.
158. MARSH, CLARENCE S., ed. *American universities and colleges*. Fourth edition. Washington, D. C., American Council on Education, 1940. 1,120 p.
- Contains a large amount of valuable reference material on higher education. The first part summarizes certain general aspects of higher education in the United States. The second part lists the institutions and gives important facts and figures regarding each, systematically arranged for easy use. The third part includes appendices. Some information on professional schools of education (p. 107-9), graduate schools (p. 59-92), and other topics relating to teacher education is included.
159. NATIONAL CATHOLIC WELFARE CONFERENCE. DEPARTMENT OF EDUCATION. *Catholic colleges and schools in the United States*. Washington, D. C., The Conference, 1940. 238 p.
- A section entitled *Universities and Colleges. Normal Schools* contains, among other items of information, lists of institutions; numbers of instructors, students, and graduates; control and accreditation; and general information about Catholic universities, colleges, diocesan teachers colleges, and normal training schools. Part II (p. 45-50) of this section is particularly informative in respect to teacher-education institutions.
160. UNITED STATES OFFICE OF EDUCATION. *Accredited higher institutions*. By Ella B. Ratcliffe. Washington, U. S. Government Printing Office, 1939. 212 p. (Bulletin 1938, No. 16)
- Contains a compilation of the standards for accrediting the institutions of higher education employed by the chief standardizing agencies, and lists institutions accredited by each agency. For preceding years see: Bulletin 1934, No. 16; Bulletin 1930, No. 19; Bulletin 1929, No. 2; Bulletin 1927, No. 31; Bulletin 1926, No. 10; Bulletin 1922, No. 30; and Bulletin 1917, No. 17.
161. ———. *Educational directory, 1941*. In 4 parts. Washington, U. S. Government Printing Office, 1941. (Bulletin 1941, No. 1)
- Part I lists the principal State and county school officers; Part II, city school officers; Part III, all higher educational institutions and their chief officers; and Part IV, educational associations and directories. Published annually since 1912; in recent years, as Bulletin No. 1 of each year. Indicates type of control and accreditation status of institutions. See also Nos. 13, 72, 180, 186, 240, 265, 346-50.
- ### General References, Surveys, and Comprehensive Studies
162. AMERICAN COUNCIL ON EDUCATION. COMMISSION ON TEACHER EDUCATION. *The Commission on teacher education: A brief statement of its origin and scope*. Washington, D. C., The Commission, December 1940. 18 p.
- The first of two companion publications on the work of the commission to date. A brief factual and descriptive account. Lists personnel and units cooperating in the undertaking, indicates the general nature of the project, and describes some of the special services rendered.
163. ———. *Major issues in teacher education*. Washington, D. C., The Council, February 1938. 44 p. (American council on education studies. Vol. II)
- States many broad problems in teacher education. Indicates the importance of the field, and typical problems in it. Discusses illustrative projects.
164. AMERICAN EDUCATIONAL RESEARCH ASSOCIATION. *Problems of research in teacher-training institutions. Better teachers for new schools. In its Reconstructing education through research. Official report, 1936*. p. 13, 15, 27-61. Washington, D. C., The Association, 1936.
- Contains abstracts of studies or discussions as follows:
Mead, A. R. Economic status of teachers.

- Barr, A. S. Case studies of the teaching difficulties of teachers of citizenship at the junior high-school level.
- Townsend, M. Ernest. Intellectual and non-intellectual factors affecting placement of teachers college graduates.
- Sangren, Paul V. The psycho-educational clinic as an aid to teacher training.
- Peters, Charles C. The Penn State experiments on the contract plan of teaching.
- Ganders, Harry S. The selection of prospective teachers in the sophomore year of the university.
- Campbell, Doak S. Selection, admission, and guidance of students.
165. ——— Problems of research in teacher-training institutions. Research in the improvement of teachers. *In its* The role of research in educational progress. Official report, 1937. p. 39-50. Washington, D. C., The Association, May 1937.
- Contains brief abstracts of studies or discussions as follows:
- Malmberg, C. F. Teaching positions in Illinois high schools.
- Mead, A. R. The economic status of teachers in Florida and its effect upon them, 1931-35.
- Downs, Martha. Comprehensive examinations in a teachers college.
- Upshall, C. C. Contrast of the upper and lower 16 percent on the American council psychological examination.
- Parsons, Rhey Boyd. The relation of teacher education to the general program of higher education in a State.
166. BROWN, HARRY A. Certain basic teacher-education policies and their development and significance in a selected State. Doctor's dissertation. New York, N. Y., Teachers College, Columbia University, 1937. 184 p.
- An historical and interpretative study of certain aspects of teacher education in New Hampshire which represent significant developments in teacher education in the United States. Describes the policies and the procedures at different periods and summarizes significant results from the use of such policies. Shows gains through centralized administration.
- Abstract in: Teachers college record, 39: 436-38, February 1938; and Clearing-house, 13: 383, February 1939.
167. CONNECTICUT. SPECIAL COMMISSION ON EDUCATION. A program of teacher preparation for Connecticut. Report of a special commission. [Appointed by Governor R. E. Baldwin.] Hartford, Conn., The Commission, 1939. 50 p. (Public document special.)
- Discusses the problems of whether too many teachers are being trained; possibilities of eliminating some of the teachers colleges; economies possible by elimination of certain teachers colleges; and what organization might be more efficient. Proposes a program.
168. DAVIS, CALVIN O. Teacher training at the University of Michigan Ann Arbor, Mich., The University, 1939. School of education bulletin (University of Michigan), 2: 37-60, December 1939.
- Outlines the history of teacher education at the university and gives a number of important facts concerning its present organization, staff, activities, and services.
169. ELLIS, WALTER C. Surveys of American higher education. New York, N. Y., The Carnegie Foundation for the Advancement of Teaching, 1937. 538 p.
- Defines, classifies, and analyzes surveys of higher education; discusses their development, techniques, presentation, contents, and results; lists outstanding surveys; and suggests methods for improvement. Lists include numerous surveys of teacher-education institutions.
170. EMBREE, EDWIN R. The education of teachers. *In* Julius Rosenwald Fund. Review of the two-year period, 1936-38. p. 6-19. Chicago, Ill., The Julius Rosewald Fund, 1938.
- States that while the preparation of teachers is the most important task of professional education, the

teachers college is the poorest of all departments of higher education. Points out lack of financial support of institutions and departments that prepare teachers, briefly considers the essentials of a good teachers' college, and identifies special problems relating to the preparation of rural teachers.

Excerpt in: American Scholar, 4: 422-30, October 1939. Educational Digest, 4: 49-51, February 1939.

171. ENGLEMAN, FINIS E. and MATTHEWS, J. C. Progress report on seven teachers colleges participating in the Cooperative study of teacher education. Prepared for the American association of teachers colleges and the Commission on teacher education of the American council on education. Washington, D. C., The Commission, 1941. 44 p.

A descriptive, special-committee report based upon visitation of institutions participating in the cooperative study. The difficulties encountered by the institutions are chiefly the normal difficulties encountered in putting theory into practice. Faculty action is more important than faculty votes. The gains made are very important, because they represent changes in practices.

172. EVENDEN, EDWARD S. Contributions of research to the education of teachers. *In* National society for the study of education. Thirty-seventh yearbook, Part II. p. 33-52. Bloomington, Ill., Public School Publishing Company, 1938.

Briefly indicates the nature of important studies involving more or less research, and shows some of their bearings with respect to general and specific changes in teacher education. Advocates more study of curricula and wider development of educative experiences that will equip teachers for broad educational, social, and political leadership.

173. FLORIDA DEPARTMENT OF PUBLIC INSTRUCTION. Work-conference on school administrative problems. Edgar L. Morphet, *dir.* Providing better teachers for Florida schools. Tallahassee, Fla., State

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Department of Education, 1940. 123 p. (Bulletin No. 15)

Discusses the administrative problems involved in the training, selection, placement, and improvement in service of the teachers of Florida. Written from the point of view of the teacher and administrator, rather than from the point of view of the research worker; but is helpful to those who are interested in developing State administrative programs designed to improve teaching personnel.

174. GANDERS, HARRY S., and others. A functional program of teacher education as developed at Syracuse University by the curriculum committee of the School of Education. Washington, D. C., American Council on Education, 1941. 259 p.

Contains chapters by seven members of the curriculum committee. Describes and analyzes the unusual program developed by staff members for the selection, guidance, formal preparation, and placement of secondary school teachers. The process is described whereby relatively diverse groups of college representatives have worked together to put new ideas into effect.

175. JUDG, CHARLES H. Preparation of school personnel. New York State regents inquiry into the character and cost of public education. New York, N. Y., McGraw-Hill Book Company, 1938. 151 p.

Discusses curricula, faculties, students, staff, material equipment and expenditures, and teachers in service. Contains numerous recommendations.

176. KENTUCKY DEPARTMENT OF EDUCATION. Educational leadership in Kentucky. Frankfort, Ky., The Department, 1939. 76 p. (Educational bulletin. Vol. VI, January 1939)

Discusses, in relation to educational leadership (teaching), certain principles; methods of preparation; employment; rewards of the work; provisions for training; certification requirements; and regulations of the council on public higher education.

177. KIRBY, DAVID. West Virginia studies teacher-education. Educational administration and supervision, 25: 199-208, March 1939.

Describes a program formulated by a representative policy committee and 18 sub-committees. Among other proposals advocates a lower-division, upper-division organization. Lists 16 objectives, and proposes lower-division courses to be taught.

178. KLONOWER, HENRY; KRINER, HARRY L.; and WILLIAMS, C. O. The professional status of teachers. Harrisburg, Pa., Department of Public Instruction, 1939. (Bulletin 140)

Presents material on a wide variety of topics, among which are the certificates held by teachers; teacher placement; activities of the State department of public instruction; co-operative activities; liberal arts colleges; and other topics. The several State teachers colleges made reports. Pertains to conditions in Pennsylvania, but is suggestive to other States.

179. MEAD, ARTHUR R. Some problems in the education of teachers. Educational administration and supervision, 25: 660-76, December 1939.

Designates problems as follows: Division of administrative control of programs; neglect of certain areas of preparation; unbalanced growth of departments, and resultant biased counselling; failure to allocate guidance to proper personnel; conflicting tendencies in teaching; inefficient placement; lack of follow-up and in-service assistance to graduates; neglect of laboratory school personnel and supervision; and numerous instructional deficiencies. Proposes some improvements.

180. NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS. COMMITTEE ON REVISION OF STANDARDS FOR HIGHER INSTITUTIONS. Evaluation of higher institutions. Vols. 1-7. Chicago, Ill., University of Chicago Press, 1935-1937. 7 v.

Contains the following studies: Vol. 1. Principles of accrediting

higher institutions, by G. F. Zook and M. E. Haggerty; vol. 2. The faculty, by M. E. Haggerty; vol. 3. The educational program, by M. E. Haggerty; vol. 4. The library, by Douglas Waples and others; vol. 5. Student personnel service, by D. H. Gardner; vol. 6. Administration, by J. D. Russell and F. W. Reeves; vol. 7. Finance, by J. D. Russell and F. W. Reeves. Although pertaining to higher institutions in general, contains material valuable in teacher education.

181. OREGON STATE SYSTEM OF HIGHER EDUCATION. Teacher education in Oregon. Report and recommendations of a special committee appointed to survey the education of elementary and secondary teachers in Oregon. Eugene, Ore., The System, 1940. 62 p.

Reports a survey of elementary and secondary teacher education by a representative committee of 14 members. Includes some comparisons with practices in other States, and a number of recommendations. Suggests lower-division organization.

182. UNITED STATES OFFICE OF EDUCATION. National survey of the education of teachers. William John Cooper, director, and Edward S. Evenden, associate director. Washington, U. S. Government Printing Office, 1933, 1935. 6 v. (Office of education. Bulletin 1933, No. 10. Vols. I-V)

Contains the findings of a 3-year survey authorized by Congress in 1930, at a cost of \$180,000. Data were secured from nearly one-fourth of the college staff members, about one-half of the public-school teachers, and more than half of the institutions of higher education. The six volumes are: I. Selected Bibliography on the Education of Teachers. 118 p. II. Teacher Personnel in the United States. 258 p. III. Teacher Education. Curricula. 547 p. IV. Education of Negro Teachers in the United States. 123 p. V. Special Survey Studies in the Education of Teachers. 484 p. VI. Summary and Interpretation. 253 p.

183. ——— Statistics of higher education, 1937-38. In its Biennial survey of education, 1937-38, vol.

2, ch. 4, p. 1-375. Washington, U. S. Government Printing Office, 1940. (Bulletin 1940, No. 2, vol. 2)

Gives detailed statistics for practically all institutions that educate teachers, among the higher institutions. Presents historical summaries. Contains National and State summary and individual institutional tables on faculties, students, and degrees; finances; land-grant institutions; and related topics. Complete and authoritative.

184. — Statistics of State school systems, 1937-38. *In the* Biennial survey of education, 1937-38, vol. 2, ch. II, p. 1-126. Washington, U. S. Government Printing Office, 1940. (Bulletin, 1940, No. 2, vol. 2)

In connection with other data, gives statistics for the 48 States concerning administrative officers, principals, supervisors, and teachers. Includes data on numbers of workers, sex, pupil-teacher ratio, salaries, and related topics.

Also printed separately as advance pages of the Biennial Survey, vol. II, ch. II.

185. WATSON, GOODWIN; COTTRELL, DONALD P.; and LLOYD-JONES, ESTHER M. Re-directing teacher education. New York, N. Y., Teachers College, Columbia University, 1938. p. 105.

A committee report by three members of the faculty of Teachers College who were asked to recommend a program for the revision of work at that institution. Discusses various phases of the work, such as objectives, selection and guidance of students, standards, general and professional education, physical plant, and professional growth in service.

See also Sections: Bibliographies, indexes, and general lists of references; Comparative education; History of teacher education; and Yearbooks, proceedings, and conference reports.

History of Teacher Education

186. CRANE, ALFRED L.; POSEY, GEORGE; and SMITH, T. E. The evolution

of teachers college standards. *In* American association of teachers colleges. Sixteenth yearbook, 1937. p. 104-23. Oneonta, N. Y., The Association, Charles W. Hunt, sec., State normal school, Oneonta, N. Y.

Traces for more than a century, the changes in philosophical estimates of the teacher, and his training formulated to fit existing social conditions and administrative expediency. The first set of formal normal school standards was adopted 100 years after the first normal school was established by Hall in 1823.

187. FRAKIER, BENJAMIN W. Teacher education in review. *School life*, 25: 73, 75-76, 82, December 1939.

Reviews salient aspects of teacher education during the last 100 years. The survival and upbuilding of the teachers colleges and the normal schools despite difficulties is attributable in large part to the appreciation of the common people for the educational services provided specially for them. The emphasis upon material growth characteristic of the past is being superseded by emphasis upon refinements in instruction and improvements in personnel.

188. HARPER, CHARLES A. A century of public teacher education. Washington, D. C., Published by the Hugh Birch-Horace Mann Fund for the American Association of Teachers Colleges, Roscoe L. West, ch. Trenton, N. J., State teachers college, 1939. 175 p.

The story of the State teachers colleges as they evolved from the normal schools. Considers major developments under the following headings: Beginnings in Massachusetts, 1839-1860; The Western Normal Schools, 1850-1875; Nature and Contributions of the Normal Schools, 1860-1900; Transition to the State Teachers College, 1900-1926; and The Twentieth Century Teachers College.

Excerpts in: Educational administration and supervision, 25: 468-72, September 1939.

189. RUSSELL, WILLIAM F. A century of teacher education. Teachers col-

lege record, 41: 481-92, March 1940.

An address which briefly outlines the early history of normal schools and discusses fundamental trends. Categories within which the major achievements of a century can be discussed include individual development and psychology of learning, individual differences, experimentation and testing, and educational objectives.

190. SMITH, PAYSON. A century of teacher education. Journal of the National education association, 28: 133-38, May 1939.

Outlines briefly the history of the founding of the first State normal school in America. Discusses general contributions of the normal school to education.

Also in: American association of teachers colleges. Eighteenth year-book, 1939. p. 61-70.

191. TEACHER EDUCATION CENTENNIAL NUMBER. Educational forum, 4: 1-28, November 1939.

Contains the following articles, among others:

- Smith, Payson. Unsolved problems in teacher education.
West, Roscoe L. A century of public teacher education.
Jenkins, Ralph C. Henry Barnard—Educator of teachers.
Jaaruma, Cornelius. The growth of American teacher education.
Cox, Philip W. L. Educating teachers for guidance and activities.
Ashbaugh, E. J. The teacher and the modern world.

192. UNITED STATES OFFICE OF EDUCATION. List of publications of the United States Bureau of education, 1867-1910. Washington, U. S. Government Printing Office, 1940. (Reprint of United States Bureau of Education. Bulletin 1910, no. 3)

Lists annual reports of the Commissioners, annual reports of school officers, official circulars of information, bulletins, and miscellaneous publications. Many of the publications listed contain valuable records of an original nature that are nowhere else available for historians of teacher education.

See also Nos. 5, 12, 106, 116, 122, 130, 166, 168, 182-84, 250-51.

In-Service Education, Public-School Supervision

193. ALLEN, CECIL H. In-service training of teachers. Review of educational research, 10: 210-15, 279-80, June 1940.

Reviews selected references from the literature for the three years ending December 1939. Includes bibliography of 89 references. Previous summaries appeared in the Review in volume 7, June 1937; and in volume 4, June 1934.

194. BARR, ARVIL S.; BURTON, WILLIAM H.; and BRUCKNER, LEO J. Supervision; principles and practices in the improvement of instruction, New York, N. Y., D. Appleton-Century Company, Inc., 1938. 981 p.

Centers attention upon the teaching-learning situation. Points out that emphasis is upon leadership rather than upon authority in supervision. The objectives of education, the curriculum, the interests and attitudes of pupils, the evaluation of effectiveness in supervision, and the improvement of supervision in service are considered, among other topics.

195. BIMSON, OLIVER H. Participation of school personnel in administration. Doctor's dissertation. Lincoln, Nebr., The University of Nebraska, 1939. 117 p.

Treats of the development of school administration; relationships of the superintendent to other staff members; theories of school administration; desirability of participation of personnel in administration; philosophy of school administration and of participation; and the trend in industry in participation.

196. IN-SERVICE TRAINING OF RURAL TEACHERS. Phi delta kappa, 23: 121-72, December 1940.

Most of the number, including 19 brief articles and 4 short editorials, is devoted to the topic stated. Major aspects of the subject such as experimental projects; Indian schools; teacher certification; extension courses; teachers' meetings; service and materials bureaus; transportation costs; and State, county, and

institutional programs, are given brief treatment. Several recognized authorities are contributors, among others.

197. LEWIN, MANLEY E. Supervision. Review of educational research, 9: 303-11, 329-30, June 1939.

Reviews outstanding references on supervision, 1936-39. Lists 23 references selected from nearly 300 published during the period.

198. KLONOWER, HENRY; KRINER, HARRY L.; and WILLIAMS, C. O. In-service education of teachers. Harrisburg, Pa., Department of Public Instruction, 1939. 23 p. (Bulletin 155)

Discusses the application in Pennsylvania of many different methods of in-service teacher preparation. Concludes that the superintendent should be a genuine professional leader; school administration should be democratic; teachers should share in formulating programs; and definite objectives should be set up.

199. NATIONAL COUNCIL FOR THE SOCIAL STUDIES. Tenth year-book. In-service growth of social studies teachers. Burr W. Phillips, ed. Cambridge, Mass., The Council, 1939. 187 p.

Contains papers by 10 authorities in the social studies field. Endeavors to quicken the desire of the teacher for in-service professional growth. Provides useful information and suggestions for continued development. Includes discussion of the beginning teacher; tenure; graduate study; professional contacts; planned reading; travel; and similar topics as related to in-service improvement.

200. ROGERS, MURPHY P. A State's supervision of its elementary schools; the development and present activities of the elementary division of the State department of education of Louisiana, and a program for its future service. Doctor's dissertation. New York, N. Y., Teachers College, Columbia University, 1936. 118 p.

Discusses different steps in the development of State control of ele-

mentary schools. Describes the present State program, and compares certain functions with those in other States. Interprets findings in terms of a State program.

See also Nos. 117, 119, 147, 202, 247.

Instruction: College

201. COLE, LUELLA. The background for college teaching. New York, N. Y. Farrar and Rinehart, Inc., 1940. 616 p.

Gives a comprehensive overview of the problems young college teachers meet, with the results of research on many of these problems. Discusses many topics under the categories of the present-day scene; students; classwork; social and economic aspect; and the measurement of teaching. Although written in an informal style, contains much quantitative and semi-technical material.

202. THE INSTITUTE FOR ADMINISTRATIVE OFFICERS OF HIGHER INSTITUTIONS. The preparation and in-service training of college teachers. William S. Gray, ed. Proceedings, 1938. Chicago, Ill., University of Chicago Press, 1938. 230 p.

Contains a series of papers on current conceptions of college education, recent changes in college programs, and requisites, recruitment, and in-service improvement of college teachers. The papers are authoritative and critical. Something more than training in subject matter and research is advocated. Differentiated subject matter for college teachers is suggested.

203. MADDEN, RICHARD. The organization and practices of the psycho-educational clinic in State teachers colleges. Educational administration and supervision, 23: 707-12, December 1937.

Reports replies from 102 teachers colleges. Twenty-one clinics were reported. Gives their official designation and discusses personnel, types of service, financial provisions, legal status, psychological apparatus, and problems and needs of the clinic.

204. MASON, CARLETON D. Adaptations of instruction to individual differences in the preparation of teachers in normal schools and teachers colleges. Doctor's dissertation. New York, N. Y., Teachers College, Columbia University, 1940. 279 p. (Contributions to education, No. 793)

Shows the extent of adaptation of teachers college instruction to the individual differences of students, in comparison with that in liberal-arts colleges. Contains data secured from questionnaires and the literature. Discusses the techniques of adaptation in detail, and presents an evaluation of them by students. Contains many references. Liberal-arts plans for reading for honors, and tutorial and preceptorial programs are practically non-existent in teachers colleges, which use common adaptations such as conferences, group work, term papers, etc., in combination with discussions.

205. NATIONAL SOCIETY OF COLLEGE TEACHERS OF EDUCATION. The study of college instruction. Yearbook, 27. Chicago, Ill., University of Chicago Press, 1939. 314 p. (Studies in education, No. 27)

In this useful publication a number of contributors discuss topics pertaining to changes in areas which affect college instruction; psychological approaches to problems and technical resources for use in approaching specific problems. Authoritative and fairly comprehensive.

206. PAYNE, FERNANDUS and SPIETH, EVELYN W. An open letter to college teachers. Bloomington, Ind., Principia Press, 1935. 380 p.

Presents criticisms of college teachings; discusses its handicaps, education of the teacher, use of colleges as experimental laboratories, experimental methods, teaching methods of great teachers, exceptional and average pupils, and tests of human abilities and achievements. Offers suggestions for changes to better college teaching. Lists 430 selected references.

207. REED, ANNA Y., and others. The effective and ineffective college teacher; a study made for the Na-

tional personnel service, inc. New York, N. Y., American Book Company, 1935. 344 p.

Presents extensive questionnaire data from 408 institutions: 291 arts colleges and universities, and 115 teachers colleges and normal schools. Discusses improvement of instruction; selection of faculty members; improvement and upkeep of faculty; experienced versus inexperienced teachers; and related topics. Contains bibliography. Scholarship, inspirational power, teaching efficiency, and social culture are preferred major qualifications in selecting teachers college faculties.

208. SIMON, HENRY W. Preface to teaching; with a foreword by Abraham Flexner. New York, N. Y., Oxford University Press, 1938. 98 p.

Discusses what the job is, and how to do it. The author's personal ideas about teaching are presented in a forceful manner.

209. WALKER, HELEN M. College instruction in statistics, 1933-34. Teachers college record, 37: 527-30, March 1936.

Data concerning 2,141 courses were taken chiefly from catalogs of 552 institutions of various types. Titles vary extremely. About half of the courses have prerequisites. Few courses include laboratory practice, which is needed.

See also, by the same author, Needed improvement in the teaching of statistics. Teachers college record, 37: 607-17, April 1936.

See also Instruction, public school.

Staff

210. AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS. Academic freedom and tenure; statement of principles, 1938. Bulletin of the American association of university professors, 26: 49-54, February 1940.

Contains a statement of principles formulated in 1938 by representatives of the American Association of University Professors and of the Association of American Colleges, and also of a conference of these and

other important college groups in 1928.

211. CONLEY, WILLIAM H. The junior college instructor. Junior college journal, 9: 507-12, May 1939.

Reports department load records of 1,150 instructors in 15 departments. Discusses needed characteristics of instructors. The average amount of time devoted each week to instructional duties amounts to 35 clock-hours, almost equally divided between classroom and non-classroom duties.

212. HAGGERTY, WILLIAM J. and WORKS, GEORGE A. Faculties of colleges and universities accredited by the North Central association of colleges and secondary schools during 1936-37. The North central association quarterly, 13: 309-407, January 1939.

Reports data on faculty records filed in by approximately 28,000 individuals. Data also presented concerning faculty organization and conditions of service. Significant data are presented on faculty competence, as well as faculty organization, through detailed tables and other factual materials. Certain trends presented.

213. MCGINNIS, HOWARD J. The State teachers college president. Doctor's thesis. Nashville, Tenn., George Peabody College for Teachers, 1932. 187 p. (Contribution to education, No. 104)

Reviews historical development of the office, and gives principles and tendencies in college administration. Presents list of duties to be assumed or delegated, and describes a technique to be used in performing major administrative activities. Data secured from questionnaires, personal interviews, letters, and the literature. Contains bibliography.

214. ROBBINS, RAINARD B. College plans for retirement income. New York, N. Y., Columbia University Press, 1940. 253 p.

A rather comprehensive survey by an authority. Includes relatively few teachers colleges. Describes plans in various institutions. Discusses the evolution of various plans, and points out their desirable provisions. A good plan should help to obtain and retain good men, and to

part with those suffering from arrested development. Contributions should not be less than 5 percent of salary from the member and an equal amount from the institution.

215. UNITED STATES OFFICE OF EDUCATION. College salaries. By Walter J. Greenleaf. Washington, U. S. Government Printing Office, 1937. 33 p. (Bulletin 1937, No. 9)

Gives salaries in land-grant colleges and universities, and other types of higher education institutions. Includes data for different faculty ranks, and shows some depression trends.

216. — Insurance and annuity plans for college staffs. By Sherman E. Flanagan. Washington, U. S. Government Printing Office, 1937. 83 p. (Bulletin 1937, No. 5)

Gives history of pensions and group life insurance; discusses different group life-insurance and retirement systems; and proposes fundamental principles of a comprehensive program of insurance and annuities for college staffs. Surveys the literature, and presents reports from hundreds of higher-education institutions.

See also Nos. 2, 162-84, 253; and Teacher personnel.

Student Teaching

217. ADAMS, FRANK. Educational principles in practice-teaching. Educational administration and supervision, 24: 61-68, January 1938.

Lists the educational principles training teachers recognized in student-teachers' practice, and the types of activities in which the principles were applied. The present emphases upon the application of general principles to the teaching process, rather than upon special methods, necessitates closer study of such principles and the extent to which they are actually applied in instruction.

218. ALLEN, CECIL H. Legal principles governing practice teaching in State teachers colleges, normal schools, and public schools. Doc-

tor's thesis. Nashville, Tenn., George Peabody College for Teachers, 1937. 160 p. (Contributions to education, No. 184)

Treats of legal principles as shown by constitutional and statutory laws; court rulings and opinions; State department regulations; and local contracts and agreements between colleges and public schools. Makes numerous recommendations. Believes the State departments of education should have more authority over institutions in respect to standards of teacher-education and certification. Proposes principles and needed legislation. Contains bibliography.

219. BILLINGS, NEAL. Efforts to evaluate the Milwaukee teacher-training experiment. Educational administration and supervision, 22: 241-59, April 1936.

Through questionnaires, secures evidence that students and teachers approve the experiment, which endeavors to integrate educational theory and practical teaching experience. In the plan, students do a year's work, using the training school as a base of operations.

220. CHICAGO UNIVERSITY. Laboratory schools. Science instruction in elementary and high-school grades. By members of the faculty. Chicago, Ill., University of Chicago, 1939. 232 p. (Publications, No. 7)

Reports the curriculum in science of the laboratory schools, in which science has long occupied an important place. The curriculum represents the work of numerous able teachers over a period of years. Covers all school levels.

221. COLE, MARY I. Cooperation between the faculty of the campus elementary training school and other departments of teachers colleges and normal schools. Doctor's dissertation. New York, N. Y., Teachers College, Columbia University, 1939. 254 p. (Contributions to education, No. 746)

Presents current practice in coordination and a score card to be used for self-surveys. Evaluates cooperative activities. Data secured from visits to 25 institutions and

from questionnaires used in interviews. The professional aim and organization of the institution should be the center around which the program is built. Care should be taken in selecting professionally minded faculty members. Contains bibliography.

222. CONNETTE, EARLE. The technique of the individual conference in supervision and critic teaching. Educational administration and supervision, 24: 368-81, May, 1938.

Indicates why individual conferences and criticisms are important. Discusses the characteristics and techniques of effective criticism, and of individual conferences. Indicates the relations between visitation, conference, and demonstration teaching. Contains references.

223. DAWSON, MILDRED A. Current practices in participation; a study of the character and extent of activities in participation as a part of the laboratory school program. Educational administration and supervision, 23: 294-306, April 1937.

Gives practices in 40 representative institutions of different types. Usually participation is a phase of courses in methods, curriculum, observation, and student teaching. Discusses the nature of activities and the duties in participation.

224. FLOWERS, JOHN G., and MORRISON, ROBERT H. Principles and practices in the conduct of student teaching: A syllabus. Montclair, N. J., State Teachers College, 1936. p. 39.

This monograph and syllabus presents and discusses 14 important principles upon which student teaching at Montclair is based. It explains how these principles are applied through discussions, instruction, outlines, and report forms. The publication assists in defining the college and its practice centers. Suggestive for workers in off-campus schools.

225. FOSTER, DEWEY. Coordination of laboratory-school practice and educational theory in the teachers college. Educational administra-

tion and supervision, 25: 267-86, April 1939.

Sketches history briefly. Summarizes recent studies, and suggests principles and procedures for rendering more effective the work of education departments and training schools. Lists 22 references.

226. HENDERSON, ELISHA L. The organization and administration of student teaching in State teachers colleges. Doctor's dissertation. New York, N. Y., Teachers College, Columbia University, 1937. 125 p.

Discusses the present practices in organization and administration of student teaching in 37 State teachers colleges, evaluates their practices in the light of present theory and practice, and offers suggestions on the training school and student teaching. Believes that there should be a director at the head of the staff of every training school, and that methods courses in high-school subjects should be taught by the subject-matter teachers.

227. MAYHEW, KATHERINE C. and EDWARDS, ANNA C. The Dewey school, the laboratory school of the University of Chicago, 1896-1903. New York, N. Y., D. Appleton-Century Company, Inc., 1936. 489 p.

Gives detailed account and an appraisal of the school in respect to its use as the experimental laboratory of the philosophy, psychology, and education departments of the University of Chicago. The authors were teachers in the school. The current problems of the relation between individual freedom and collective well-being renders this semi-historical account of particular pertinency today.

228. MEAD, ARTHUR R. Concepts and principles involved in the individual conference in supervision of student-teaching: a jury judgment. Educational administration and supervision, 24: 94-104, February 1938.

Presents the tabulated judgments of 45 writers on supervision, and of directors and supervisors of student teaching, concerning a list of concepts and principles underlying individual conferences in the supervision

of student teaching. Suggestive in respect to good practice in conducting individual conferences.

229. ——— Supervised student teaching. Richmond, Va., Johnson Publishing Company, 1930. 891 p.

Brings together findings of many previous studies relating to student teaching. Such topics as the value of student teaching; the ethics of supervised teaching; teaching by observation and participation; and activities of the student teacher, his assignment, selection, and evaluation, etc., are covered.

230. MOONEY, EDWARD S., jr. An analysis of the supervision of student teaching: A study based on the New York State teacher-education institutions for the preparation of elementary school teachers. Doctor's dissertation. New York, N. Y., Teachers College, Columbia University, 1937. 159 p.

Treats of the supervisory activities performed; the concepts of supervision upon which the supervisory activities are based; the relative importance of the supervisory activities in the preparation of teachers; the relative difficulty experienced in accomplishing the purpose of the activities; and the type of practice school (campus or cooperating) in which the different supervisory activities can be carried on with the best results. Finds that a supervisory program can be effective only to the extent that the administrative staff provides for an adequate and well-prepared supervisory staff, a well-selected student body, and an instructional program integrated with the work of student teaching.

231. NELSON, ESTHER M. An analysis of content of student-teaching courses for education of elementary teachers in State teachers colleges. Doctor's dissertation. New York, N. Y., Teachers college, Columbia University, 1939. 331 p.

Analyzes experiences and contacts of student teachers in connection with student-teaching courses, and attempts to answer current problems relative to course content. Contains many suggestions and recommendations.

tions for enriching courses, and an evaluative master-activity check list. Detailed. Contains bibliography of 150 references.

Abstract in: Teachers college record, 41: 79-81, October 1939.

232. PRESSEY, S. L. and others. [Laboratory programs, experiences, and concepts] Educational research bulletin (Ohio State University), 19: 187-216, March 27, 1940.

Discusses three major characteristics of the program at Ohio State University. The laboratory concept functions throughout the entire professional course, in order that the teacher may attain a first-hand understanding of children, of the community, and of the functioning of modern schools.

233. ROBERTS, ALEXANDER C. The training school in the teacher-training program. Educational administration and supervision, 26: 257-66, April 1940.

Contains questionnaire data secured from 157 teachers colleges relating to physical plant, the training-school organization, practice-teaching assignments, and financing the training schools. One hundred and thirty-one institutions have a campus training school; 114 have a separate building. Since 1926, 59 new buildings have been constructed; 14 cost more than \$300,000. Lack of uniformity characterizes instructional and financial practices.

234. SANFORD, CHARLES W.; HARBERTON, WILLIAM; and MCHARRY, LEBETHE J. Student teaching. Champaign, Ill., Stipes Publishing Company, 1940. 164 p.

This manual describes in a progressive order various activities including, for example, observation, participation, student teaching, and teaching. Discusses also unit teaching, lesson planning, pupil adjustment, study and learning, and appraisal of student teachers.

235. SCHORLING, RALEIGH. Student teaching; an experience program. New York, N. Y., McGraw-Hill Book Company, Inc., 1940. 329 p. illus.

A comprehensive treatment of student teaching and of the understanding and techniques which should be acquired by the student. Undertakes to present a program that will help correct such deficiencies as a limited concept of student teaching; the overloading of supervising teachers; meager instructional materials and student manuals, and a lack of teaching competence occasioned by deficient pre-service experiences. Progressive in tone, and authoritative.

236. SUPERVISORS OF STUDENT TEACHING. [National] [Yearbooks], Sixteenth to 20th annual sessions. Normal, Ill., State normal university, 1936-1940. J. W. Carrington, sec.-treas. 5 v.

The annual proceedings of this national association (organized in 1920) contains numerous authoritative papers on major aspects of laboratory school work. In 1937, the major theme of discussion was: integration of the laboratory work with other college courses; in 1939, controversial issues, supervision, redirecting teacher education, and redefining student teaching; and in 1940, the community and the curriculum, and new search for better methods of selection. During recent years, a helpful selected bibliography has been included annually. An essential professional reference for training schools.

See also Nos. 120, 147.

Students

237. ARNETT, TREVOR. Trends in tuition fees in State and endowed colleges and universities in the United States from 1922-29 through 1936-37. New York, N. Y., General Education Board, 1939. 113 p. (Occasional papers, No. 11)

Gives statistics concerning fees charged in 200 selected colleges and universities; compares fees in public and private institutions; presents trends; and gives some of the results of changing practices. The average fee in 1922-29 in State institutions was \$76; in private universities, \$306; and in private colleges, \$255.

238. **ENDICOTT, FRANK S.** Selection, advisement, and teacher placement in institutions for the education of teachers. Evanston, Ill., School of Education, Northwestern University, 1939. 48 p. (Northwestern university contributions to education. School of education series, No. 13)

Discusses practices and factors involved in teacher selection, advisement, and placement in 60 schools and colleges of education in large institutions. Suggests principles and a co-ordinated program. Summarizes the literature of the field. Advocates much more attention to the special needs and problems of the individual student.

239. **LEARNED, WILLIAM S., and WOOD, BEN D.** The student and his knowledge. New York, N. Y., The Carnegie Foundation for the Advancement of Teaching, 1938. 406 p. (Bulletin No. 29)

Gives results of Pennsylvania high school and college examinations for 1928-30-32. Reports test scores of nearly 45,000 individuals. Discloses striking variations among institutions, and among students. Scores of many prospective teachers were relatively low. Overlapping of scores of individuals classified in the same groups were so great that many conventional classifications appear meaningless.

240. **LOVEJOY, CLARENCE E.** So you're going to college, including the Lovejoy college-rating guide. New York, N. Y. Simon and Schuster, 1940. 334 p.

Presents many facts of popular interest concerning costs of going to college, selecting a college, and working one's way. Lists accredited institutions, giving pertinent facts about each.

241. **STURTEVANT, SARAH M.; STRANG, RUTH M.; and MCKIM, MARGARET.** Trends in student personnel work; as represented in the positions of dean of women and dean of girls in colleges and universities, normal schools, teachers colleges, and high schools. New

York, N. Y., Teachers College, Columbia University, 1940. p. 110. (Contributions to education, No. 787)

Treats, upon the basis of questionnaire data, of the prevalence of deans of women and deans of girls; academic preparation; teaching load; salary; organization; and staff and student personnel functions. Approximately 90 percent of the 400 institutions of different types supplying information reported having a dean in 1936. The median annual salary of the deans in teachers colleges was \$2,633. Every personnel worker should be an accepted natural leader.

242. **TANSEL, REBECCA C.** The contributions of cumulative personnel records to a teacher-education program as evidenced by their use at the State teachers college at Towson, Maryland. Doctor's dissertation. New York, N. Y., Teachers College, Columbia University, 1939. 158 p.

Determines the aid cumulative personnel records have given in student development in a teachers college. Analyses use of records and discusses the record as it portrays the individual and as it serves as an index to teaching success. Although a study of a local situation, findings are of interest elsewhere.

Abstract in: American association of collegiate registrars journal 15: 94, October 1939.

243. **TEACHERS COLLEGE PERSONNEL ASSOCIATION.** The 1940 report of the cooperative testing program of the Teachers College personnel association. Ninth annual report. By Nora A. Congdon. Greeley, Colo., Colorado State College of Education, 1940. 32 p.

Gives the results and evaluation of the 1939-40 testing program, and summarizes data found in the previous eight reports. Since its beginning in 1931, 106 teachers colleges have participated in the program of the association for one year or more. Test results are used at college entrance, in counseling students, in making awards, and in college administration and research work.

244. TOWNSEND, M. E. Administrative phases of a student personnel program. Educational administration and supervision, 21: 641-56, December 1935.

Describes staffing, materials, and organization at New Jersey State Teachers College at Newark, where unusual attention has been given to student personnel services. The program is suggestive to other institutions.

245. UNITED STATES OFFICE OF EDUCATION. College student mortality. By John H. McNeely. Washington, U. S. Government Printing Office, 1938. 112 p. (Bulletin 1937, No. 11)

Presents data concerning 15,535 students in 25 universities cooperating in the Project in research in universities. Shows the proportions of students who left college over a regular 4-year period, and what activities they then undertook. Among the total students registered in 1931-32, the net mortality by graduation time in 1935 ranged from 26.9 to 62.5 percent.

246. ——— Scholarships and fellowships. By Ella B. Ratcliffe. Washington, U. S. Government Printing Office, 1936. 117 p. (Bulletin 1936, No. 10)

Lists scholarships and fellowships available at 674 institutions of higher education of major types. Some 66,708 scholarships and 5,797 fellowships were reported in 1934-35. An earlier compilation was published in 1931.

See also Nos. 135, 174, 180, 182-84, 253; enrollment of, 183; and Admission: Teacher placement.

Teacher Personnel

General References

247. AMERICAN EDUCATIONAL RESEARCH ASSOCIATION. Teacher personnel. By Willard S. Elsbree, ch., and others. Review of educational research, 10: 177-297, June 1940.

Reviews the literature on major topics for the three years ending December 1939. Literature for preceding years was reviewed in the

same publication as follows: 7: 237-354, June 1937; 4: 253-352, June 1934; and 1: 65-159, April 1931.

Contains 735 references, with brief reviews by 15 specialists. The 15 chapters include: I. Teacher supply and demand. Earl W. Anderson and R. H. Eliassen. II. Measurement of teaching ability. A. S. Barr. III. Recruitment for teacher training and prediction of teaching success. A. S. Barr. IV. The preparation of teachers. W. E. Peik. V. Teacher selection and placement. Cecil W. Scott. VI. Local residents and married women teachers. Dennis H. Cooke. VII. In-service training of teachers. Cecil H. Allen. VIII. Size of class and teaching load. Hari R. Douglass and A. J. Parkhurst. IX. Teaching combinations in high schools. Hari R. Douglass and A. J. Parkhurst. X. Mental and physical health of teachers and administrative adjustments. Dewey B. Stult. XI. Teachers' salaries. Hazel Davis. XII. Teacher tenure. Cecil W. Scott. XIII. Pensions and retirement pay. Leo M. Chamberlain. XIV. Legal status of teachers. J. Frederick Weitsin. XV. Teachers' associations, organizations, and unions. Stephen M. Corey. XVI. Social status of the teacher. H. L. Smith.

248. CHAMBERS, MERRITT M., ed. Legislation affecting teachers. In Yearbook of school law. Volumes 1 to 8. Washington, D. C., American Council on Education, 1933-40. 8 v.

Each volume contains narrative topical summaries or reviews of decisions of the higher courts in all States in cases involving school law as reported annually. The 1940 volume includes chapters on teacher personnel as follows, p. 10-56:

Cooke, Dennis H. Teachers: Certification, appointment and dismissal.

Hodgdon, Daniel R. Tenure for teachers.

Garber, Lee O. Teachers: Retirement, pensions, and workman's compensation.

Rosenfield, Harry N. Teachers' retirement in New York City.

249. COOKE, DENNIS H. Administering the teaching personnel. Chicago, Ill., Benj. H. Sanborn & Company, 1939. 348 p.

Contains chapters on selecting and placing teachers; married women

teachers; local applicants; evaluation of services; distribution of loads and responsibilities; salary schedules; in-service teacher education; and similar topics. Includes exercises and references for each chapter. Factual. Useful in school administration and supervision. Describes many actual problems.

250. **ELSBREE, WILLARD S.** *The American teacher. Evolution of a profession in a Democracy.* New York, N. Y., American Book Company, 1939. 566 p.

Tells the story of the American public-school teacher during the last three centuries. In Part III, *The Emergence of the Professional Teacher*, important recent trends are discussed, and the present status of practices and requirements are disclosed. Most of the major problems in teacher personnel administration are recognized in the discussions and data presented. Comprehensive and authoritative.

251. **FRAZIER, BENJAMIN W.** *Depression tendencies vs. long-time trends affecting teachers.* *American school board journal*, 91: 19-20, 84, September 1935.

Presents factual data for different periods concerning the numbers of teachers; teacher supply and demand; efforts to reduce the supply of teachers; elevation in levels of preparation; teacher tenure and salaries; and related topics in teacher personnel. A decreasing birth rate, lengthening of total teaching service, and steady elevation of the levels of preparation of teachers are among important trends.

252. **NATIONAL EDUCATION ASSOCIATION.** *Research division. Progress in rural education. Research bulletin of the National education association*, 18: 131-82, September 1940.

Deals with the period 1930-40, partially upon the basis of questionnaire returns from 30 percent of all county superintendents and equivalent officers. Reviews legislative trends. Uses some secondary sources. The teaching staff and administrative and supervisory leadership are discussed specifically on p. 159-64.

253. **UNITED STATES OFFICE OF EDUCATION.** *Teacher personnel in the*

United States. By Edward S. Evenden; Guy C. Gamble; and Harold G. Blue. Washington, U. S. Government Printing Office, 1935. Bulletin 1933, No. 10. National survey of the education of teachers, vol. II)

Contains data from questionnaires completed by nearly one-half of the teachers in the United States, more than 21,000 college staff members, and thousands of teachers college and normal-school students. Contains three parts, as follows: I. Teacher personnel in public schools of the United States. II. Student personnel-prospective teachers. III. Staff personnel of institutions of higher education.

254. **WEBER, SAMUEL E.** *Cooperative administration and supervision of the teaching personnel.* New York, N. Y., Thomas Nelson and Sons, 1937. 368 p.

Contains divisions on the emergence of the teaching profession; preparation of teachers; certification; salaries; teaching personnel; and cooperative school supervision. Chapters within these divisions discuss authoritatively most of the important teacher personnel problems. The welfare of the pupil is stressed in the discussions.

See also Nos. 8, 178, 182, 184, 339-45; in foreign countries, 49; and various subheads under this subject.

Ability Measurement

255. **BARR, ARVIL S.** *Measurement of teaching ability. Review of educational research*, 10: 182-84, 267-68, June 1940.

Reviews selected references from the literature for the three years ending December 1939. Includes bibliography of 12 references. Previous summaries appeared in the *Review* in volume 7, June 1937; volume 4, June 1934; and volume 1, 1931 (teacher ratings).

256. **BRYAN, ROY C.** *Pupil rating of secondary school teachers. Doctor's dissertation.* New York, N. Y., Teachers College, Columbia University, 1937. 96 p.

Attempts to determine how reliable and how valid are the pupil ratings.

- of junior and senior high-school teachers; how much agreement there is between the ratings of teachers by junior and senior high-school pupils and administrators; and what effect pupils' mental ability has on the pupils' ratings. Analyses ratings by 1,500 junior and senior high-school pupils, and a few administrators. Indicates that the practical value of pupils' rating as a means of improving instruction depends partly upon the conditions under which the ratings were obtained, and on the attitude of the teachers toward ratings.
257. HILL, ROBERT R. The relation of teacher preparation to pupil achievement. Doctor's thesis. Nashville, Tenn., George Peabody College for Teachers, 1936. 34 p. (Contribution to education, No. 188)
- Shows relationship between teachers' preparation and pupil achievement, by means of standardized test results, in 1-teacher schools located in 29 counties in Missouri. Shows positive but low relationship. Indicates that the preparation provided for the teachers in the schools studied was of less value to their pupils than reasonably might be expected.
258. LANCELOT, WILLIAM H., and others. The measurement of teaching efficiency. Edited by Helen M. Walker. New York, N. Y., MacMillan Company, 1935. 237 p.
- A technical study of teaching efficiency as indicated by certain permanent outcomes; a discussion of the validity of certain instruments employed in the measurement of teaching ability; and a discussion of pupil achievement and the NS trait in teachers.
259. LOMBARDI, MARYELLEN M. The inter-trait rating technique. Doctor's dissertation. New York, N. Y., Teachers College, Columbia University, 1937. 99 p.
- An exploratory study. Discusses the history and some basic considerations in personality measurement; and the evolution, reliability, and use of the inter-trait rating scale. Compares traits within an individual, rather than individuals themselves. Believes there is promise for the technique.
260. ODENWELLER, ARTHUR L. Predicting the quality of teaching. The predictive value of certain traits for effectiveness in teaching. Doctor's dissertation. New York, N. Y., Teachers College, Columbia University, 1936. 158 p. (Contributions to education, No. 676)
- Undertakes to determine roughly the degree to which effectiveness in teaching is now predictable, and to determine the value of a modified form of one of the methods of measuring the quality of teaching. Data were secured concerning 560 Cleveland teachers, and approximately one-half the graduates of the 2-year course of the Cleveland School of Education, for a 7-year period. Suggests some practical applications of the findings of the study. Traits ranking highest in their relations to effectiveness include personality, scholarship, sampling of teaching experience, and physique.
- Abstract in: Teachers college record, 38: 519-29, March 1937.
261. PECK, LEIGH. A study of the adjustment difficulties of a group of women teachers. Journal of educational psychology, 27: 401-16, September 1936.
- Attempts to discover in a study of 100 women teachers, the proportion that are maladjusted; the causes for maladjustment; and related facts. Only one-fifth are classified as well adjusted. Adjustments improve with age.
- Excerpts in: Education digest, 2: 22-24, December 1936.
262. PHILLIPS, WENDELL S. An analysis of certain characteristics of active and prospective teachers. Doctor's thesis. Nashville, Tenn., George Peabody College for Teachers, 1935. 51 p. (Contribution to education, No. 161)
- Compares 173 in-service teachers with 151 student-teachers enrolled in teacher-training work at the University of Georgia, on factors assumed to be related to teaching ability. Uses also measure of emotional stability. Assumes that it would be impossible to predict the success of the individuals of the prospective teaching group; but this group had

a significantly higher degree of ability in intelligence, "teaching prognosis" scores, socio-economic status, total adjustment, emotional stability, and dominance-ascendancy.

See also Nos. 52-54, 144, 247, 288, 292, 354.

Certification

263. DILLEY, FRANK B. Teacher certification in Ohio and a proposed plan of instruction. Doctor's dissertation. New York, N. Y., Teachers College. Columbia University. 1935. 163 p. (Contributions to Education, No. 630)

Data secured primarily from files of the State teachers retirement system, from the State department of education, and from local superintendents of schools. Discusses history, principles, and status of certification, evaluation of credits, and costs of local certification. Proposes a plan.

264. FRAZIER, BENJAMIN W. Minimum certification requirements for teachers. School life, 26: 27-29, October 1940.

Upon the basis of reports from nearly all State departments of education, outlines systems of control, and bases of issuance of certificates; lists States not issuing life certificates; and presents three detailed tables on minimum scholastic requirements, requirements in professional education, and minimum prerequisites in respect to age, citizenship, etc.

Also issued as reprint.

265. JAGGERS, RICHARD E. Cooperative study of uniformity and reciprocity. Southern association quarterly, 4: 376-87, August 1940.

A paper presented to the Southern Association in connection with the important April 11, 1940, Report of the Joint Committee on Teacher Training of the Southern Association of Secondary Schools and the Southern University Conference. Describes briefly the steps taken in a cooperative study, and states principles and specific recommendations in respect to requirements with the purpose of attaining greater uniformity in teacher certification.

266. LATHROP, EDITH A. Certification of school librarians. School life, 25: 239-56, May 1940.

Legislation which expressly provides for the certification of school librarians is found in 8 States [9 in 1940]. Digests of this legislation, by States, are given. Thirty States have adopted regulations for the certification of school librarians.

267. NATIONAL EDUCATION ASSOCIATION. American association of school administrators. Committee on certification of superintendents of schools. Standards for superintendents of schools. Washington, D. C., The Association, 1939. 63 p.

A preliminary but important report of the committee. Summarizes five types of standards: Expert opinion concerning the superintendent's functions; State legal requirements; State certification requirements; special training programs offered by colleges and universities; and standards suggested in codes of ethics. Contains valuable material on certification requirements, presented by States.

268. ——— Committee on tenure. An analysis of State statutes for six professions. Washington, D. C., The Association, June 1938. 53 p.

Presents the legal restrictions put upon admission to, and expulsions from, accountancy, architecture, law, nursing, medicine, and teaching. Of assistance in comparing points important in upbuilding the profession of teaching. Analyses based upon State statutes.

Also in Research bulletin of the National education association, 16: 188-235, September 1938.

269. UNITED STATES OFFICE OF EDUCATION. Development of State programs for the certification of teachers. By Benjamin W. Frazier. Washington, U. S. Government Printing Office, 1938. 166 p. (Bulletin 1938, No. 12)

Discusses the administration of certification; the interstate exchange of certificates; State issuance of certificates upon credentials and examinations; certification requirements and patterns; relation of certification

and teacher-education institutions; and suspension and revocation of certificates. Reviews certification literature to date of publication. Gives minimum certification requirements. Contains selected bibliography.

270. WOELLNER, ROBERT C. and WOOD, M. AURILLA, *comps.* Requirements for certification of teachers and administrators; elementary and secondary schools and junior colleges. 1941-42 edition. Chicago, Ill., University of Chicago Press. 1941. [mimeo.]

A continuation of an annual compilation begun in 1933. Offers brief summaries, by States, of requirements for prospective teachers. Also gives sources of information about teacher applications in the United States possessions; and regional association recommendations.

See also Nos. 147, 176, 243.

Instruction: Public School

271. AMERICAN COUNCIL ON EDUCATION.

A school uses motion pictures. By the staff of Tower Hill School, Wilmington, Delaware. Washington, D. C., The Council, 1940. 118 p.

Suggests practical ways by which motion pictures can be adapted to the modern school curriculum. The first of a series of reports from co-operating centers.

272. AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, and DEPARTMENT OF CLASSROOM TEACHERS. Joint yearbook, 1939: The implications of research for the classroom teacher. Washington, D. C., National Education Association, 1939. 318 p.

Twenty-seven contributors, most of whom are authorities, summarize the results of three years' work. The study makes available the findings of research in a form for ready reference. Useful for classroom teachers and for research workers. Considerable attention is given to individual subjects.

273. ATKINSON, CARROLL. Education by radio in American schools. Doctor's thesis. Nashville, Tenn.,

George Peabody College for Teachers, 1938. 126 p. (Contributions to education, No. 207)

Treats of the status of the relationship between radio and all types of schools, including teachers colleges and other higher institutions. Slightly less than one-half of the teachers colleges broadcast during 1937-38; 31.7 percent broadcast on a definite schedule. Radio assists markedly in orienting teachers, but it is not as successful in credit-course work as certain other phases of educational broadcasting.

274. BRUECKNER, LEO J. Selected references on elementary-school instruction. I. Curriculum, methods of teaching and study and supervision. Elementary school journal, 41: 59-67, September 1940.

Contains 69 annotated references which appeared from April 1, 1939, to March 31, 1940. This is the first of three lists relating to instruction in volume 41. The second, by William S. Gray, appeared in October, and the third, by G. T. Buswell, in November; these contain items grouped by subject fields.

See also preceding lists which appear annually in this periodical.

275. NATIONAL COUNCIL OF TEACHERS OF ENGLISH. Conducting experiences in English; a report of a committee . . . based on the contributions of 274 cooperating teachers of English, by Angela M. Broening, *ch.*, and others. New York, N. Y., D. Appleton-Century Company, Inc., 1939. 394 p.

Reveals how the "experience idea" is functioning at all levels of instruction. Discusses: Directing experiences through literature; sharing experience through communication; and solving teaching-supervisory problems. Reports the success of teachers in translating the "experience philosophy" into classroom activities. Of value to English teachers, supervisors, curriculum workers, and others.

276. NATIONAL EDUCATION ASSOCIATION. DEPARTMENT OF RURAL EDUCATION. Yearbook 1938: Newer types of instruction in small ru-

ral schools. Washington, D. C., The Department, 1938. 144 p.

Presents the principles underlying special adaptations of methods and materials of instruction to meet the needs of rural pupils. Deals with special fields of interest including art, health, language arts, social studies, natural science, and music; and with general principles affecting the organization of the curriculum in its entirety. Contains brief bibliographies.

277. — DEPARTMENT OF SUPERVISORS AND DIRECTORS OF INSTRUCTION. Twelfth yearbook: Newer instructional practices of promise. Washington, D. C., The Association, 1939. 379 p. illus.

Contains 16 chapters by different authorities, on major fields of practice. Both regular and special subject fields are discussed. Presents numerous bibliographies.

See also preceding Yearbooks, as follows: Ninth: The development of a modern program in English; tenth: The changing curriculum; and eleventh: Cooperation; Principles and practices.

278. — RESEARCH DIVISION. Improving social studies instruction. Research bulletin of the National education association, 15: 187-254, November 1937.

Data secured chiefly from selected city school teachers, by means of a questionnaire. Gives objectives, content and characteristics of curricula and programs; and discusses methods and aims in teaching, tests, dealing with controversial subjects, and related topics. Lists most popular texts.

279. NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. Thirty-sixth yearbook, Part I: The teaching of reading: A second report. Bloomington, Ill., Public School Publishing Company, 1937. 442 p.

Contains reports by committee members on the nature and types of reading; basic instruction; reading in various fields; measurement of achievement; development of reading interests and tastes; and related topics. Detailed and authoritative.

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280. WRIGHTSTONE, J. WAYNE. Appraisal of newer practices in selected public schools. New York, N. Y., Teachers College, Columbia University, 1935. 117 p.

Reports a 2-year study which compares and appraises progressive and conventional practices in selected elementary and secondary schools. Concludes that the newer-type practices produce equal and often superior achievement in comparison with conventional practices. A later volume (1936) by the same author entitled, Appraisal of experimental high school practices, continues the appraisal and further develops the measures used; and another volume (1938) is entitled, Appraisal of newer elementary school practices.

See also Instruction, college.

Placement, Selection, and Appointment

281. BARNES, RICHARD A. Institutional teacher placement and service. Elementary school journal, 38: 528-38, March 1938.

Summarizes 307 replies to a questionnaire sent to 400 Michigan superintendents of schools to secure information helpful to teacher-education institutions. Half or more of the superintendents responding prefer candidates from State teachers colleges.

282. COULBOURN, JOHN. Selection of teachers in large city school systems. Doctor's dissertation. New York, N. Y., Teachers College, Columbia University, 1938. 177 p. (Contributions to education, No. 740)

Surveys administrative practices with respect to most activities involved in teacher selection in 37 large cities, located in 23 States and the District of Columbia. Surveys and evaluates practices. Proposes standards and criteria. Well-qualified persons should be sought out and urged to apply. Formal subject-matter examinations as a basis of selection are not recommended.

See also, by the same author, Selection of teachers in large city school systems. Journal of educational research, 33: 51-53, September 1939.

283. FISHER, CHARLES A. A study of the guidance considered essential for teachers' intelligent self-direction in the process of securing employment in the Middle Atlantic States. Doctor's thesis. Philadelphia, Pa., Temple University, 1937. 126 p.
- Discusses employment guidance provided by teacher-preparation institutions, how guidance is viewed by teachers and by superintendents, items on which guidance is needed, and related topics. Suggests the specific knowledges prerequisite to the teacher's intelligent self-direction in securing employment.
284. NATIONAL EDUCATION ASSOCIATION. Committee on tenure. Teachers' contracts with special reference to adverse conditions of employment. Washington, D. C., The Association, June 1936. 31 p.
- Four hundred contract forms were studied, from 42 States and Hawaii. Discusses use of contracts, pre-employment conditions, content of contracts, and personal restrictions in contracts and in schoolboard rules. Endeavors to find evidences of contractual injustices.
285. NATIONAL INSTITUTIONAL TEACHER PLACEMENT ASSOCIATION. Institutional teacher placement. James G. Umstattd, ed. Detroit, Mich., The Editor, Wayne University. The Association, 1937. 238 p.
- A dozen collaborators discuss the major aspects of institutional teacher placement, including office practices and records; counseling; relations with registrants and employers; State department bureaus; ethics; private teachers' agencies; measures of teaching efficiency; and the like. Presents trends. Contains bibliography.
286. ———. Proceedings of fifth annual winter conference, 1939. Athens, University of Georgia, Mrs. Mary Bondurant, sec., 1939. 30 p.
- Contains papers and reports on teacher placement; work of teacher-placement bureaus; teacher demand; placement problems; and related topics. Presents valuable institutional placement data for the last four years. Similar materials were presented in the annual bulletins and proceedings of the association for the preceding three years.
287. ———. Proceedings of sixth annual winter conference. Athens, University of Georgia, Mrs. Mary Bondurant, sec., 1940. 15 p.
- Contains discussions of college teacher placement; teacher examinations by the American Council on Education; placement problems; and other topics. Presents valuable placement data from 121 institutions concerning 16,311 graduates in 1939, and data for preceding three years.
288. SCOTT, CECIL W. Teacher selection and placement. Review of educational research, 10: 199-203, 277, June 1940.
- Reviews selected references from the literature for the three years ending December 1939. Includes bibliography of 20 references. A previous summary appeared in the Review in volume 7, June 1937; in volume 4, June 1934; and in volume 1, April 1931.
289. UNITED STATES OFFICE OF EDUCATION. Selection and appointment of teachers. By W. S. Deffenbaugh and William H. Zeigel, Washington, U. S. Government Printing Office, 1933. 115 p. (Bulletin 1932, No. 17. National survey of secondary education, Monograph No. 12)
- Data secured from literature of the field and from questionnaire returns from 906 superintendents and principals. Discusses six procedures: Determination of number of new teachers needed; determination of qualifications desired; location of candidates; actual selection and appointment; and retention of teachers of high quality.
- See also Nos. 232, 247.
- Qualifications: Education, Experience, Other
290. BAKER, HARRY L. High-school teachers' knowledge of their pupils. School review, 46: 175-90, March 1933.
- Presents results of a measurement of the knowledge of 250 of their pu-

pils possessed by 27 teachers in eight areas. The teachers' knowledge of their pupils is seriously deficient, and varies greatly among individuals. Teacher associations with pupils in extra-class activities, pupil conferences, class associations, and class size are important conditioning factors.

291. COOKE, DENNIS H. and SIMMS, C. W. Local residents and married women as teachers. *Review of educational research*, 10: 204-9, 278-79, June 1940.

Reviews selected references from the literature for the three years ending December 1939. Includes bibliography of 40 references. A previous summary appeared in the *Review* in volume 7, June 1937; and in volume 4, June 1934.

292. NATIONAL EDUCATION ASSOCIATION. Research division. City teachers: Their preparation, salaries, and experience. Research bulletin of the National education association, 18: 1-47, January 1940.

Gives data concerning more than 200,000 teachers in cities of various populations above 2,500. Figures are for 1938-39. Immediate number of years of preparation above high-school graduation of all city teachers is 4.2; of elementary-school teachers, 3.4.

See also Nos. 178, 182, 247-54, 263-70, 301, 344-45.

Salaries

293. CLARK, HAROLD F., and others. Life earnings in selected occupations in the United States. New York, N. Y., Harper and Brothers, 1937. 408 p.

Discusses life earnings and annual earnings in 16 professions and occupations, including college teaching, and school teaching. Most of the data are applicable to the period 1920-36. Public-school teaching is eleventh in rank in estimated life earnings.

294. DAVIS, HAZEL. Teachers' salaries. *Review of educational research*, 10: 228-34, 284-87, June 1940.

Reviews selected references from the literature for the three years end-

ing December 1939. Includes bibliography of 76 references. A previous summary appeared in the *Review* in volume 7, June 1937; volume 4, June 1934; and volume 1, April 1931.

295. NATIONAL EDUCATION ASSOCIATION. COMMITTEE ON THE ECONOMIC STATUS OF THE RURAL TEACHER. Teachers in rural communities. Washington, D. C., The Association, 1939. 127 p.

This is the third and most comprehensive report of the committee. Data were secured chiefly from 11,298 questionnaires returned by teachers in 20 States. Treats of the professional status of white and Negro teachers; family responsibilities and living conditions; service, professional and recreational opportunities; income and its uses; property; expenditures; and similar topics.

See also Research bulletin of the National education association, 17: 1-61, January 1939, which contains some of the foregoing material.

296. ——— COMMITTEE ON SALARIES. Problems and principles in the scheduling of teachers salaries. Washington, D. C., The Association, 1940. 36 p.

A report made for presentation before the representative assembly at Milwaukee. Presents and defends seven principles. Lists 15 selected and annotated references. Approximately two-thirds of the cities reporting to the National Education Association had salary schedules in operation in 1939.

297. ——— COMMITTEE ON TENURE. Minimum-salary laws for teachers. Washington, D. C., The Association, 1937. 38 p.

Summarizes statutes; discusses State support and teachers' salaries; gives advantages and disadvantages of the laws; and abstracts of minimum-salary laws for teachers in 20 States. Of 20 States with minimum-salary standards, 14 have State-wide mandatory minimum-salary laws. Various local and other provisions also are made.

298. ——— RESEARCH DIVISION. The preparation of teachers' salary schedules: Part I: Administrative and fact-finding procedures. Part II: Drafting the schedule.

Research bulletin of the National education association, 14: 1-48; January and March 1938. (Nos. 1 and 2)

Part I discusses administrative procedures in the preparation of a salary schedule and calls attention to valuable sources of information needed in salary-schedule construction. Part II discusses questions of policy in drafting schedules; summarizes the necessary procedures; and presents references to local studies of salaries. Very helpful in salary-schedule construction.

299. ——— Salaries of city school employees, 1940-41. Research bulletin of the National education association, 19: 67-95, March 1941.

Gives trends in salaries, 1930-31 to 1940-41, and the range and distribution of salaries in 1940-41. Compares salaries for different teaching positions and levels, and for different types of cities. Discusses the status of salary scheduling, and contains some selected references. The median salary paid elementary-school teachers in 1930-31 was \$1,609; in 1940-41, \$1,608. Comparable figures for high-school teachers were: \$2,111 and \$2,039. Returns were received from 53.9 percent of cities of more than 2,500 population.

300. ——— Special salary tabulations, 1938-39. Washington, D. C., The Association, 1939. 18 p.

Contains a series of summary tables, and tabulations of salaries of the several types of school personnel in individual school systems in cities of varying sizes. Contains detailed data nowhere else available in secondary sources. Compiled periodically; later tabulations will be available in 1941.

301. UNITED STATES OFFICE OF EDUCATION. Salary and education of rural school personnel. Status and trends. By Walter H. Gaumnitz. Washington, U. S. Government Printing Office, 1938. (Pamphlet No. 85)

This report continues the U. S. Office of Education periodic reports, made since 1921, concerning the sal-

aries and education of teachers and principals of rural schools. Information was provided by county and other superintendents in charge of rural schools in the open country, and in villages and towns of less than 2,500 population. Data for 1934-35 are given by States for 204,505 rural-school workers, and are summarized for the Nation.

See also nos. 247, 292.

Supply and Demand, Subject Combinations

302. ANDERSON, EARL W. and ELIASSEN, REUBEN H. Teacher supply and demand. Review of educational research, 10: 179-81, 266-67, June 1940.

Reviews the literature for the three preceding years, and lists 38 selected references. Reviews by the same authors appeared in previous editions of the same publication as follows: 7: 239-41, June 1937; 4: 257-60, June 1934; and 1: 69-72, April 1931.

303. BAILEY, FRANCIS L. A planned supply of teachers for Vermont. Doctor's dissertation. New York, N. Y., Teachers College, Columbia University, 1939. 88 p. (Contributions to education, No. 771)

The State Commissioner of Education (1939) reports the results of a study of ways and means of planning and controlling supply and demand so that the supply of teachers for each type of position may more nearly balance the demand. Recommends better personnel records; public education concerning needs; improved certification requirements; and inclusion of all public-school teachers in the retirement system.

304. DOUGLASS, EARL R. and PARK-HURST, A. J. Teaching combinations in high schools. Review of educational research, 10: 222-223, 282-283, June 1940.

Reviews selected references from the literature for the three years ending December 1939. Includes bibliography of 13 references. A previous summary appeared in the Review in volume 7, June 1937; and in volume 4, June 1934.

305. ELIASSEN, REUBEN H. and ANDERSON, EARL W. Investigations of teacher supply and demand. . . . Educational research bulletin (Ohio State university); 10: 479-83, December 9, 1931; 12: 66-72, March 8, 1933; 13: 12-16, January 17, 1934; 14: 61-63, March 13, 1935; 15: 105-10, April 15, 1936; 16: 72-74, March 17, 1937; 17: 132-36, May 11, 1938; 18: 90-102, April 5, 1939; 19: 374-78, September 25, 1940.

Summarizes data on placement of graduates from teacher-training institutions as reported in a number of selected studies. Contains bibliographies.

306. ELLIOT, MARY. Some relationships between supply and demand for newly trained teachers; a survey of the situation in a selected representative State, Missouri. Doctor's dissertation. New York, N. Y., Teachers College, Columbia University, 1935. 69 p. (Contributions to education, No. 654)

A factual analysis of conditions in Missouri. Indicates the nature of the supply of newly prepared teachers in Missouri for 1932-33; and their occupational status in 1933-34. Suggests the formation of an association of institutions that educate teachers, for cooperative action in regulating supply.

307. FOSTER, EMERY M. Supply of newly trained teachers. School life, 25: 28, 32, October 1939.

Gives briefly the number of students enrolled in all types of higher institutions in regular session who were preparing to teach; number of degrees granted in professional schools for teachers; number of degrees granted by colleges of arts and sciences with major in education; and number of graduates of short teacher-preparing curricula.

308. LINTON, CLARENCE and KATSURANIS, JOSEPH J. A study of alumni of Teachers college receiving degrees, 1923-35. Teachers college record, 39: 407-22; 734-46; February and May 1938; 40: 150-59, November 1938.

Indicates the effect of the depression upon the graduates of teachers college in respect to employment and normal living activities. Ninety-six percent of the graduates were employed at some kind of work; most of them were permanently employed; and about two-thirds were employed in positions that were fairly satisfactory to them.

309. NEAGLEY, ROSS L. Teacher demand and supply in the public schools of Pennsylvania. Doctor's thesis. Philadelphia, Pa., Temple University, 1938. 316 p.

A comprehensive and detailed study of teacher demand and supply in Pennsylvania, 1928-29 to 1936-37. Presents facts needed to forecast future needs for teachers. Recommends yearly supply-and-demand studies; better coordination of higher institutions; teacher-preparation quotas; student-selective measures that are as scientific as possible; and better salaries in rural districts.

310. POTTHOFF, EDWARD F. Simplifying the combinations of subjects assigned to high school teachers. A way to improved instruction in the high schools of Illinois. University of Illinois bulletin, 36: 1-66, June 27, 1939.

Shows how a simplified system of teaching combinations may be applied in each of 100 schools. The several parts discuss the status of the problem, construction and evaluation of a simplified system of teaching combinations, and the simplification of combinations in actual practice. Lists 81 references. A long-time, State-wide cooperative program is recommended.

311. UNITED STATES OFFICE OF EDUCATION. Offerings and registrations in high-school subjects, 1933-34. By Carl A. Jessen and Lester B. Herlihy. Washington, U. S. Government Printing Office, 1938. 96 p. (Bulletin 1938, No. 6)

Continues a series of recurring studies of subject offerings and subject registrations, 1890 to 1934. Special courses in English have increased in numbers. Latin, although losing ground, maintains its place as the principal foreign language. Biology and general science have

gained greatly. Social studies have changed in nature rapidly, and non-academic subjects have developed greatly.

312. WILLEY, WARNER M. The supply and demand of secondary school teachers in Kentucky. Doctor's thesis. (George Peabody College for Teachers). Educational bulletin. (Kentucky Department of Education), 5:1-73, November 1937.

Investigates sources where new high-school white teachers were trained, subjects in which they were prepared, and subjects they teach. Balance in supply and demand is fairly satisfactory but in certain subject areas readjustments will soon be needed. Proposes a few means of regulating teacher supply.

See also Nos. 182, 247.

Tenure, Retirement, and Pensions

313. CHAMBERLAIN, LEO M. Pensions and retirement pay. Review of educational research, 10: 240-48, 289-90, June 1940.

Reviews selected references from the literature for the three years ending December 1939. Includes bibliography of 38 references. A previous summary appeared in the Review in volume 7, June 1937; volume 4, June 1934; and Volume 1, April 1931.

314. NATIONAL EDUCATION ASSOCIATION. Committee on tenure. Critical analysis of teacher-tenure legislation. Washington, D. C., The Association, 1939. 31 p.

Deals with the laws of 16 States, in 6 of which legal provisions concerning tenure are applicable to the entire State. Treats only legal provisions for tenure, defined to mean permanent employment with notice before dismissal and right to a hearing. Deals with probationary and permanent teachers. Suggests principles.

315. ——— The first five years of teaching experience. Washington, D. C., The Association, 1939. 23 p.

Reports questionnaire returns from 936 teacher-preparation graduates of

1933. Two-thirds continued further preparation and 207 left the profession. Of the remaining 749, 64 percent taught all 5 years; and 46 percent taught in one system only. Twenty-nine percent of the 749 taught all 5 years in the same system. About one-fourth of the 749 had been unemployed, or employed in some other occupation, for at least one year. Seventy-four percent obtained teaching positions the first year after graduation.

316. ——— The status of teacher tenure. Washington, D. C., The Association, July 1938. 31 p.

Summarizes State laws and other provisions for teacher tenure and contracts, provisions for different classes of school districts, and local regulations for teacher tenure. Gives brief digests of some research studies.

317. ——— Tenure of school administrators. Washington, D. C., The Association, April 1939. 23 p.

Analyzes State laws of 39 States and reveals extent of turnover. The typical county superintendent is elected by popular vote and stays in office on the average about 4.6 years. If appointed he stays somewhat longer. The median tenure of all city superintendents and principals is about 6 years. The tenure of school administrators is affected by (a) teacher tenure laws, and (b) size of district. Tenure is often longer in the larger districts.

318. ——— NATIONAL COUNCIL FOR TEACHER RETIREMENT. How to establish a sound teachers' retirement system. Washington, D. C., The Association, 1938. 19 p.

Presents principles to laymen and teachers, and offers suggestions for organization and administration. Non-technical.

319. ——— RESEARCH DIVISION. Analysis of local provisions for teacher retirement. Research bulletin of the National education association, 18: 83-127, May 1940.

Gives a digest and a detailed tabulation of local retirement provisions. Analyzes 65 local systems, some of which are larger than some State

systems. Fifty-two are joint-contributory plans, and 13 are pension plans. With small contributions by teachers, relatively small allowances are paid as a rule.

320. ——— A handbook on teacher tenure. Research bulletin of the National education association, 14: 167-94, September 1936.

Gives the present status of teacher tenure in the United States and in foreign countries. Gives reasons for, and principles basic to, tenure legislation. Presents a digest of research studies on tenure, and analyzes laws relating to teacher tenure in 5 States.

321. ——— NATIONAL COUNCIL ON TEACHER RETIREMENT. Analysis of the statutory provisions for State teachers retirement systems. -Washington, D. C., The Association, January, 1939. 30 p.

Analyzes the various provisions and plans, and presents information concerning membership, contributions, payments, benefits, and related subjects. State-wide retirement systems have been set up in 26 States and Hawaii, and pension systems in 2 States. The number is increasing.

322. ——— Teacher retirement systems and social security. Research bulletin of the National education association, 15: 91-151, May 1937.

Summarizes the evolution of teacher-retirement systems. Presents comprehensive statistics on active systems. Summarizes provisions for retirement systems, and discusses the relationship of teachers to the social security act.

323. SCOTT, CECIL W. Teacher tenure. Review of educational research, 10: 235-39, 288, June 1940.

Reviews selected references from the literature for the three years ending December 1939. Includes bibliography of 22 references. Previous summaries appeared in the Review in volume 7, June 1937; volume 4, June 1934; and volume 1, April 1931.

324. TAPP, HENRY A. Factors affecting turnover of teachers of the one-room rural schools of Michigan. Doctor's dissertation. New

York, N. Y., Teachers College, Columbia University, 1939. 85 p.

Discloses many reasons why rural teachers leave their positions. Data secured chiefly from letters and questionnaires. Factors associated with involuntary withdrawal are teachers' youth, first teaching position and first year in present position, distance from home, and living with strangers. Discloses needs for larger administrative units and for better supervision.

See also Nos. 210, 247-48.

Working Conditions and Welfare

325. ALLARD, LUCILE A study of the leisure activities of certain elementary-school teachers of Long Island. New York, N. Y., Teachers College, Columbia University, 1939. 117 p. (Contributions to education, No. 779)

Presents a picture of what 500 teachers do in their free time. Gives reasons these teachers have for participating or not participating in certain activities. Data secured from a questionnaire. Reading newspapers, radio, walking, motoring, reading fiction, visiting friends, and retiring early head the list. The 10 most popular activities are indoor, individual, quiet, or passive. Suggests that the schools develop a cultural readiness for certain kinds of leisure.

326. BEALE, HOWARD K. Are American teachers free? An analysis of restraints upon the freedom of teaching in American schools. American historical association. Report of the commission on the social studies, part 12. New York, N. Y., Charles Scribner's Sons, 1936. 855 p.

Considers the social status of the teacher in American life, and the moral and intellectual "climate" of the school and its community relations. Takes a strong stand on numerous controversial issues. Concludes with the question "Dare society face the consequences of not permitting the teachers of the next generation complete freedom?" Stimulating in style and content.

See also, by the same author,

Freedom for the school teacher. *Annals of the American academy of political and social science*, 200:119-48, November 1938.

827. CHAMBERLAIN, LEO M. The teacher and school organization. New York, N. Y., Prentice-Hall, Inc., 1939. 356 p.

Presents detailed information concerning the organization and administration of the schools from the viewpoint of the teacher and his extra-instruction responsibilities. In Part III, discusses numerous major topics relating to teacher personnel.

828. COOK, LLOYD A. Community backgrounds of education. New York, N. Y., McGraw-Hill Book Company, 1938. 397 p.

A textbook in educational sociology. Part III discusses the teacher in relationship to the school and community, centering thought upon the teacher's personal adjustments to community codes and norms of conduct, and upon the play of forces upon and within the school. Chapter XXI briefly discusses teachers and their training.

829. COMPTON, STEPHEN M. Teachers' associations, organizations, and unions. Review of educational research, 10:255-57, 294, June 1940.

Reviews selected references from the literature for the three years ending December 1939. Includes bibliography of 20 references. A previous summary appeared in the *Review* in volume 7, June 1937.

830. DOUGLASS, HAZEL R. and PARKHURST, A. J. Size of class and teaching load. Review of educational research, 10:216-21, 281-82, June 1940.

Reviews selected references from the literature for the three years ending December 1939. Includes bibliography of 41 references. Previous summaries appeared in the *Review* in volume 7, June 1937; volume 4, June 1934; and volume 1, April 1931.

831. GREENHORN, FLORENCE. Community contacts of public school teachers. *Elementary school journal*, 40:497-506, March 1940.

Presents material from a doctoral thesis concerning 9,122 public school teachers from all States, and from large numbers of board members, laymen, and students. Discusses personal background factors; teacher mobility; social fitness for teaching; conduct codes; teacher participation in community activities; and related topics.

832. JOHNSON, JULIA E., comp. Freedom of speech. New York, N. Y., The H. W. Wilson Company, 1936. 317 p. (The Reference Shelf. Vol. 10)

Contains bibliographies and quoted materials from numerous writers on civil liberty; freedom of speech; academic freedom; teachers' oaths; censorship of the radio; and military disaffection bill. Lists some interested organizations.

833. NATIONAL EDUCATION ASSOCIATION. DEPARTMENT OF CLASSROOM TEACHERS. Teachers local organizations: A manual for leaders. Washington, D. C., The Association, February 1937. 23 p.

Gives information about the administration, finances, and activities of 269 local teachers' organizations. Makes suggestions for the establishment of new organizations.

834. ——— EDUCATIONAL POLICIES COMMISSION. A national organization for education. Washington, D. C., The Association, 1937. 47 p.

Deals with matters of broad policy, and offers recommendations concerning major problems. Presents opinions of many consultants on purposes; membership; socio-activities; protection of members; services; and lay affiliations.

835. ——— RESEARCH DIVISION. The teacher looks at teacher load. Research bulletin of the National education association, 17:223-74, November 1939.

Reports questionnaire data from 3,707 teachers in 40 States. Discusses teaching situations represented in study; reasonableness of teaching loads; evaluation of specific factors in present teaching loads; consequences of unduly heavy teaching assignments; and teachers' sug-

gestions and recommendations concerning load. A median of 10.3 hours per week are required for all out-of-class activities involved in the work of high-school teachers, and 9.1 hours for elementary-school teachers.

836. NEWSOM, NATHAN W. and POLLACK, RICHARD S. Computing teacher load: Analysis and comparison of various methods. *School review*, 47: 586-96, October 1939.

Evaluates 10 methods of computing and measuring teacher load on a comparative basis. Ranks these methods according to number of criteria given consideration, ease of computation, usability, etc. Lists 10 references.

837. PRESCOTT, DANIEL A., ed. Emotion and the educative process. A report of the committee on the relation of emotion to the educative process. Washington, D. C., American Council on Education, 1938. 323 p.

Report on exploratory study representing four years of work. Materials collected from many sound sources, chiefly psychological. Chapter XI, p. 252-80, discusses personnel problems in education. Believes that social and marital restrictions often are neither normal nor healthy with regard to biological needs of the personnel. Emphasizes the need for happy, well-balanced teachers in the instruction of children.

838. STUTT, DEWEY B. Mental and physical health of teachers and administrative adjustments. Review of educational research, 10: 224-27, 283-84, June 1940.

Reviews selected references from the literature for the three years ending December 1939. Includes bibliography of 40 references. Previous summaries appeared in the Review in volume 7, June 1937; volume 4, June 1934; and volume 1, April 1931.

See also Nos. 178, 291, 293-301.

Vocational Aspects

839. DONOVAN, FRANCIS R. The school ma'am. New York, N. Y., Fred-

erick A. Stokes Company, 1938. 355 p.

Written largely upon the basis of experience, interviews, correspondence, and the literature. Presents in a personal, easily readable, and often informal manner considerable information concerning the status, service conditions, and problems of the woman teacher.

840. HOULE, CYRIL O. Teaching as a career. Chicago, Ill., Science Research Associates, 1939. 48 p. (Occupational monographs, No. 5)

A brief elementary manual for persons considering teaching as a career. Cites numerous studies as sources of statements made.

841. THE INSTITUTE FOR RESEARCH. Public school administration as a career. Chicago, Ill., The Institute, 1940. 28 p.

Discusses briefly the nature of public school administration; history; general duties of administrators; attractive and unattractive features of work; types of positions; detailed duties of principals and superintendents; related positions; getting a start in the work; and salaries, tenure, training, and personal qualifications of administrators.

842. ———. Teaching as a career. Chicago, Ill., The Institute, 1939. 86 p.

Topics discussed include the field of teaching; teaching as a profession; divisions of the American school system; teaching duties; personal qualifications; training advantages; disadvantages; salaries; tenure; selection and ethics. Contains a bibliography.

843. LEE, EDWIN A., ed., and others. Teaching as a man's job. Homewood, Ill., Phi Delta Kappa [Professional Education Fraternity] 2034 Ridge Road, 1938. 79 p.

An elementary and promotional manual for young men interested in teaching as a career. Discusses briefly the teacher's role in a democracy; the American school system; the teacher at work; the rewards of teaching; and related topics. Contains some annotated references.

344. NATIONAL EDUCATION ASSOCIATION. Research division. The status of the teaching profession. Research bulletin of the National education association, 18: 49-79, March 1940.

Discusses the general composition of the teaching population; and teachers' preparation, certification, experience, mobility, salaries, load, retirement, health, academic freedom, and professional associations. Twenty percent of the teachers—16 percent of the rural teachers, and 4 percent of the city teachers—have had less than two years of college preparation. Approximately 60 percent of the city teachers have completed four years or more of college work.

345. SMITH, HENRY L. Social status of the teacher. Review of educational research, 10: 258-65, 295-96, June 1940.

Reviews selected references from the literature for the three years ending December 1939. Includes bibliography of 47 references. Much writing but relatively little research has been done in this field.

See also No. 247-54, 291-301; and Teacher personnel; Ability of teachers, measurement; Teacher supply and demand; and related topics.

Yearbooks, Proceedings, and Conference Reports

346. AMERICAN ASSOCIATION OF TEACHERS COLLEGES. Fifteen yearbook, 1936. Oneonta, N. Y., The Association, Charles W. Hunt, sec., State Normal School, 1936. 189 p.

Reports proceedings of the association. Includes numerous papers on various aspects of general topics, as follows: Administrative problems; a study of teaching procedures; a salute to service; and problems raised by the national survey of the education of teachers. Publication of preceding yearbooks began in 1922.

347. ——— Sixteenth yearbook, 1937. Oneonta, N. Y., The Association, Charles W. Hunt, sec., State Normal School, 1937. 158 p.

Reports the proceedings of the association. General topics discussed include: Some curriculum considerations; relationship of teachers colleges to some other educational organizations; and a variety of other themes on teacher education. A number of important committee reports are presented.

348. ——— Seventeenth yearbook, 1938. Oneonta, N. Y., The Association, Charles W. Hunt, sec., State Normal School, 1938. 190 p.

Reports proceedings of the annual meeting held in Atlantic City, February 1937. Contains indexes to yearbooks of the association, 1922-37; and reports on various topics in teacher education.

349. ——— Eighteenth yearbook, 1939. Oneonta, N. Y., The Association, Charles W. Hunt, sec., State Normal School, 1939. 163 p.

Includes a series of reports on the following major topics: The place of general education in the program of teacher preparation; the responsibility of institutions for preparing teachers for general professional and community responsibilities; improving teacher personnel; and "next steps" in teacher education. Contains also reports of committees, lists of accredited and member institutions, and related material.

350. ——— Nineteenth yearbook, 1940. Oneonta, N. Y., The Association, Charles W. Hunt, sec., State Normal School, 1940. 180 p.

General topics include: Evaluating procedures, the cooperative study of teacher education, and others. Contains several addresses, important committee reports, and lists of accredited and of member institutions.

351. EASTERN STATES ASSOCIATION OF PROFESSIONAL SCHOOLS FOR TEACHERS. Problems in teacher-training. Proceedings, 1936. Alonzo F. Myers, ed. V. 11. New York, N. Y., Prentice-Hall, Inc., 1936. 383 p.

Includes papers and discussions presented before administrative and instructional divisions; sectional meetings for faculty members; and student-faculty and student groups. General topics include teacher selec-

tion; motion pictures and radio; art; education and psychology; English; student teaching; science; social science; and topics relating to students' interests.

352. ———— Proceedings, 1937.

Lawrence H. Van Den Berg, *ed.* V. 12. New York, N. Y., Prentice-Hall, Inc., 1937. 360 p.

Includes papers presented before administrative and instructional divisions, sectional meetings for faculty members, and student-faculty and student groups. Topics discussed include sub-topics in social adjustments and guidance; curriculum philosophy; and teacher certification; art; work of deans of women; education and psychology; English; librarianship; science; social science; and various topics pertaining to student life.

353. ———— Proceedings, 1938.

Lawrence H. Van Den Berg, *ed.* V. 13. Newburgh, N. Y., The Moore Printing Company, Inc., 1938. 416 p.

Includes papers and panel discussions presented before administrative and instructional divisions; sectional meetings for faculty members; and student-faculty and student groups. General topics discussed include faculty members; integration; art; deanships; education and psychology; English; librarianship; student teaching; physical education and health; rural education; science and social science; and topics related to students' interests. Later proceedings and reports are published in *Teacher-Education Journal*.

354. JOHN DEWEY SOCIETY. First yearbook: The teacher and society. William H. Kilpatrick, *ed.* New York, N. Y., D. Appleton-Century Company, 1937. 360 p.

Although chapter 12, only, treats specifically of the preparation of teachers, nearly every theme in the yearbook points to some needed changes in teacher education. Advocates more preparation in social studies and better selection of teachers for social leadership. Discusses the social and economic status of the teacher from the progressive education viewpoint. Later yearbooks also discuss the foregoing and related topics.

355. NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. Thirty-fifth to thirty-ninth yearbooks, 1936-40. Bloomington, Ill., Public School Publishing Company, 1936-40. 5 v.

The two parts of each volume contain authoritative material on general aspects of education of interest to educators of teachers. Occasionally papers treat topics that relate specifically to teacher education. Yearbook 38, Part II, discusses general education in the American college.

356. NATIONAL SOCIETY OF COLLEGE TEACHERS OF EDUCATION. Yearbooks, 1936-40. Chicago, Ill., University of Chicago Press, 1936-40. 5 v.

The yearbooks of this organization contain many authoritative papers of interest in the professional education of teachers. A variety of topics are discussed, such as college instruction; use of background in the interpretation of educational issues, (Yearbook 25); content and teaching of courses in professional education; and similar subjects. Presents viewpoints of teachers of education in colleges and universities.

See also Yearbooks and proceedings, 346-356; American association of school administrators, 93; American association of teachers college, 346-50; American educational research association, 272; Department of classroom teachers, 272; Department of rural education, 276; Department of supervisors and directors of instruction, 277; John Dewey Society, 64, 354; Eastern States association of professional schools for teachers, proceedings, 351-353; Institute for administrative officers of higher institutions, 202; International institute of Teachers college, 44; National council for the social studies, 199; National council of teachers of mathematics, 89; National education association, see name of department; National institutional teacher placement association, 235-237; National society for the study of education, 69, 279, 356; National society of college teachers of education, 205, 355; Supervisors of student teaching, yearbooks, 236; Yearbook of edu-

cation (London), 51: Yearbook of school law, 2, 248.

For information concerning certain association minutes, proceedings or informal reports not listed in this bibliography, address:

New England Association of College Teachers of Education. A. Monroe Stowe, sec. (1940), University of New Hampshire, Durham, N. H.

National Association of Colleges and Departments of Education. William S.

Taylor, sec. (1941), University of Kentucky, Frankfort, Ky.

National Association of State Directors of Teacher Education and Certification. R. B. Jagers, sec. (1940), State Department of Education, Frankfort, Ky.

National Association of Teacher Education Institutions in Metropolitan Areas. Wuldo H. Lessinger, sec. (1941), College of Education, Wayne University, Detroit, Mich.

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(For further references on a given subject, consult: Bibliographies, general, and Bibliographies, special topics, items 15 to 23 *et seq.* Additional materials often may be found in general publications listed, for example, under General references, surveys, and comprehensive studies, items 162 to 183; and Yearbooks and proceedings, items 346 to 356. The italicized numbers include those items grouped under the subject headings used in the bibliography)

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